

**Mother's Communication Style with Young Children
as Related to Gender and Age in Urban Setting**

In partial fulfillment of the requirements for the degree of
Master of Science in Early Childhood Development

by

Roxana Khanom

ID # 08155006

A thesis presented to the
Institute of Educational Development
BRAC University

July 31, 2011

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as Related to Gender and Age in Urban Setting

1. Source of population

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1. physical risk to the subjects
1. social risk
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2. Procedures to be followed
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1. Proposal
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The Research Checklist indicates:

- ☐ Approved without amendments
- ☒ Approved with advice to research
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Abstract

This study examined mothers' communication style with their children in the perspective of Bangladeshi culture. The objectives were to investigate communication style of mothers with their male and female children and also to see whether they use different communication style for different age groups of children. For conducting this study data were collected from 20 mother-children dyads of which 10 children were male and 10 female. Age of the children was 3 and 5 years. Participants were selected purposively from different places of Dhaka city viz., Mirpur, Mohammadpur, Malibag and Jatrabari. The study was conducted in two phases. In the 1st phase observation checklists were developed and for that purpose six mothers of children aged 1, 3 and 5 years were purposively selected from the Dhaka city. For each age one child was male and the other one was female. Two observers independently recorded mothers' communication style with their children in 3 different settings i.e. during the time of taking bath and dressing, feeding, and playing. The observer recorded mother's use of words, pitch and tonal quality of voice, facial expression and total body language. On the basis of this observation 2 separate checklists for recording both verbal and non-verbal communication of mother were prepared. Moreover, after a thorough literature survey and discussion with the experts 4 communication style of mothers were identified. Main research was conducted in the 2nd phase where mothers and children were observed in their home setting under three different situations. They were observed consecutively for 2 days and the same checklist was used for both the days. Each situation was observed for 20 minutes and both verbal and non-verbal responses of mothers were recorded. At

the end of second day, mothers were interviewed (duration 5 minutes) for compensating the last 2 days observation. There was always scope to include any new item which could have been observed during final study. For the analysis of data frequency and percentage of responses showing different style of communication were calculated. The obtained results show that communicating with their female children mothers mostly uses both assertive and aggressive approaches. It was found that mothers behave assertively with three year children in most of the situations while they use very little assertive communication with 5 year old children. Most of the mothers were found to communicate passively with their 5 year old children. *Assertive communication* style is most healthiest and useful form of communication; we concern about the bond and do best for a win situation. Manipulation is always involved in *aggressive communication* by hurting people or by giving threats to other or by showing anger. *Passive communication* do not talk much, less reactive, question even less and actually act very little. *Passive aggressive communication* is a combination of passive and aggressive styles. Moreover, the findings of the study also indicate that mothers' pattern of communication varies across situation for both male and female children and for children of different age. However, a further study with a representative sample using participant observation method is suggested for generalization of the findings.

Key words: communication, non-verbal and verbal communication, assertive communication, aggressive communication, passive communication & passive-aggressive communication; age and gender of children

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Chapter One

INTRODUCTION

Parenting behavior critically shapes human child's present and future behavior.

The parent-child bond provides the later with their first social experiences, forming patterns of what they can expect from others and how to best meet others' expectations.

Therefore, we cannot think this world without any language; just like that we cannot think this world without any communication. In this world we, humans, after being born start our communication by crying and this keeps being continued until we die. So that's why it is said that in our real life a human after being born, we need communication in every sphere of our life (Akbar, Alam, & Mullick, 2009).

The human face becomes the most significantly important communication factor for the child, and the facial expressions, which are varied and complex, eventually will be linked to child body reactions (interior and exterior). Parents and caregivers strive to understand the child's state of well being by interpreting the child's face and postures, as child also search faces in the world around them. Children's eye contact with their mothers is believed to be one of their first and strongest steps in establishing communication ((Machado, 2007).

Communication is the process by messages are sent and received. It can be verbal or non-verbal. Verbal communication consists of words, spoken or written. Non-verbal communication consists of body language – such as facial expression, posture, muscle tension (Satir, 1972).

Parental communications consist of verbal and non-verbal manifestations - singing, rhyming, play, facial expressions, body gesture, sign language, words,

and quality of voice or tone etc. Children and adults, who communicate well, find that other people react positively. If positive regard and respect for others is also conveyed in the process of learning good communication, it will be a major benefit.

As children grow mother's communication style changes day by day. Because when the child understands and uses only non-verbal language, mothers use words with special attention to her tonal quality, facial expression and other body language whereas with the development of receptive and expressive language in children mothers change her communication styles.

Child's age level also a moderator of child gender effects on mother's language behaviour and the study also exposed that verbal interaction and socio-emotional speech may come more easily to mothers who are spending more time with their younger children than are fathers (Leaper, Anderson and Sanders, 1998). Mothers are enacting their own gender stereotypes by providing their daughters with more verbal input during these early years (Gleason, 1979).

Studies examining and reviewed that gender related effects on parents language to their children were collected through a variety of sources and studies have identified various language measures associated with gender-related effects among parents. They included amount of talking, supporting speech, negative speech, directive speech, giving information and asking questions or requesting information (Leaper et al. 1998).

Baumrind (1966), identified three dominant styles of parenting – authoritarian, permissive, and authoritative. Authoritarian parenting explained by Dobson (1970), children need love and control in order to grow to be self-controlled, respectful human beings. So, children authoritarian parents showed little

independence and scored in the middle range on social responsibility. Permissive parenting style described by Neil (1977), children will grow naturally if adults do not interfere by disciplining them. Therefore, children of permissive parents obviously lacked social responsibility and were not very independent.

Authoritative parenting style illustrated by Dreikurs (1964), children need a balance of freedom and responsibility to be able to live in a democratic society. They need the opportunity to make decisions and to be responsible for the consequences of those decisions. As a result, children of authoritative parents were independent and socially responsible.

Philosophies of parent-child communication some deal with more specific aspects of child rearing such as care giving, development stages, parent-child communication, behaviour modification, teaching intellectual skills etc. Based on those three approaches on parent-child communication are discussed below:

a) Communication as a socializer (Satir's Approach) – According to Satir (1972), communication is the largest single factor that determines what kinds of relationships people have with others and what happens to them in their environment. Through communication infants become socialized – they become part of the culture into which they are born. By age five children have millions of experiences in communication. He describes four general types of communication that do not send real messages to the receiver and thus are ineffective: 1) placating – involves pleasing, ingratiating and apologizing 2) blaming – involves attacking or dictating rather than listening to try to understand the other person's behaviour 3) Computing – involves logic and reason without feeling and 4) Distracting- involves using words that are irrelevant to the situation.

b) Communication as Emotional Catharsis (Ginott's Approach) – Psychologist Ginott (1965), says that the goal of parenting is to enable children to become unique individuals who feel responsible for their own behaviour and are concerned about others. Ginott advocates the following parenting techniques: communication feeling between parent and child; effective forms of praise and criticism; establishment of limits of behaviour with choice within the limits; enforcement of limits; and parental modelling.

c) Communication as a parenting technique (Gordon's Approach) - Parenting involves parents and children working together to find solutions that will meet both the parents needs and the children's needs. He also believes that children every very young ones, are capable of problem solving. Gordon believes that to build a successful relationship with children, parents should communicate acceptance much more often than non-acceptance. According to Gordon the followings are generally the categories into which parents child-rearing verbal responses fall: ordering, directing, commanding; warning, admonishing, threatening; exhorting, moralizing, preaching; advising, giving solutions or suggestions; lecturing, teaching, giving logical arguments; judging, criticizing, disagreeing, blaming; praising, agreeing; interpreting, analyzing, diagnosing; reassuring, sympathizing, consoling, supporting; Probing, questioning, interrogating; withdrawing, distracting, humouring etc (Gordon, 1975).

1.1 What is communication?

Communication is a broad term, defined as giving and receiving information, signals, or messages. A person can communicate with or receive communications from animals, infants, or foreign speaker in a variety of ways (Machado, 2007).

According to Webster dictionary, "communication is a way to meet the

requirements of human being or making other notified and create a reaction to mind for need which is often expressed nonverbally and verbally". (retrieved on 14.3.2010).

Between birth and three years of age, children begin to learn that they can communicate with adults through crying, gestures, expressions, sounds, and later through words or other alternative methods. These language skills develop through playing, listening, talking, reading and learning the skills that adults is to communicate. Early non-verbal interactions (smiling, facial expressions, gestures etc.) are followed by spoken language, sign language or other alternative communication methods to practice the rules of communication within their culture and family. These skills set the foundation for development in all areas. The family environment is the primary source of experience for a child, both because family members or other primary caregivers provide the largest share of human contact with children and because families mediate a child's contact with the broader environment (Siddiqi, Irwin, & Hertzman, 2007). Research study suggested that parents begin to use a particular style of interaction with their children at a very young age (Vigil, 2002). One of the empirical evidence suggesting that mothers and fathers may talk differently with their children and that parent may talk differently with daughters and sons (Gleason, 1987).

1.1.1 Types of communication

The process of communication can be broadly classified as verbal communication includes written and oral communication whereas the non-verbal communication which includes body language, facial expressions and visuals diagrams or pictures used for communication. It is one way for people to communicate face to face. Some of the key mechanisms of verbal communication

are sound, words, speaking, and language. When human being communicates verbally with others, either in conversation or in a presentation, usual goal is to have people understand what are trying to say. During talking to others it's assume that others will understand (retrieved on 4.4.10 from <http://www.selfgrowth.com/>). Non-verbal communication includes the overall body language of the person who is speaking, which includes the body posture, the hand gestures, and overall body movements. The facial expressions also play a major role while communicating since the expressions on a person's face say about his/her moods (retrieved on 14.3.2010 from <http://www.buzzle.com/articles/types-of-communication.html>).

1.1.2 Types of Communication styles

While communications may be verbal and non-verbal on one hand and on the other hand while communicating one may follow or adopt different style. There are four basic communication styles viz; assertive, aggressive, passive, and passive aggressive.

Assertive communication style is most healthiest and effective form of communication style. It helps us to express ourselves when our self respect is intact, by giving us confidence to communicate without manipulation.

We communicate our desires visibly and frankly. We care about the relationship and do our best for a win situation. Manipulation is always involved in aggressive communication, we effort to make our wants or wishes to be fulfilled by hurting people or by giving threats to other or by showing anger.

Passive communication: In this type of communication do not talk much, question even less and actually do very little. Passives have learned that it is safer not to react and better to disappear than to stand up and be noticed.

Passive aggressive communication is a combination of passive and aggressive styles, which avoids direct confrontation, but attempts to get through manipulation.

Some current literature presented four primary parenting styles: authoritative, authoritarian, permissive, and neglectful. These styles provide an important shortcut for a constellation of parenting behaviors that have been characterized as consisting of warmth, demandingness, and autonomy granting. (Rodríguez, Donovanick, & Crowley, 2009)

Leaper, Leve, Strasser & Schwartz (1995), found that more authoritarian parents tended to use assertive communication styles whereas more authoritative parents used affiliative communication styles. Parenting concepts, at least styles and treatment, were also found to vary between the families according to child's, the parent's and the family's characteristics (Roskam & Meunier, 2009).

1.2 Child's age and gender

Age and gender of the children are two factors which play important roles in parental communication style. The family naturally is the context for children's first lessons in the meaning of gender (Leaper, Anderson, & Sanders, 1998).

Children's first socialization experiences occur in their families and thus parents typically are the first major agents of socialization. Parents may start the process of sex-role stereotyping in their children beginning at birth, when pink or blue indicates the sex of the newborn, and continuing through adolescence (Jones and Wilkins, 1986).

Variability between mothers in their language input to their infants was dramatic. Even though large individual differences occurred for maternal language behaviour at every age; and maternal talking variables were highly correlated.

Although mother's language input showed much stability across ages, nonetheless, the frequency and style of the input changed as the baby matured. However, the total amount of maternal talking and the amount of positive talking decreased with age. This study includes maternal language variables as follows: total talk; positive comment (non-controlling comment, praise, or label/ instruct); contingent vocalization; directive (positive imperative); criticism (verbal rejection of baby's state or behaviour, included negative imperative); and face to face vocalization -baby talked to at the same time the baby and mother looked at each other (Cohen & Beckwith, 1976).

Some studies of gestural communication note that infants with more advanced gestures had larger vocabularies and that girls seem slightly more advanced in gesturing than boys (Machado, 2007). The toddler years are both the period of greatest language learning as well as the time when children's gender identity and gender role knowledge are being formed. The child's age level was also a moderator of child gender effects on mother's language behavior. Mother-father differences in supportive and negative language larger with younger, toddler age children than with older, school age children. Thus, verbal interaction and socio-emotional (supportive and negative) speech may come more easily to mothers who are spending more time with younger children than are fathers (Leaper et al., 1998).

A number of studies have reported that parents treat young girls and boys differently. Parents stimulate gross motor activity more with infant sons than with infant daughters (Fagot 1974; Maccoby & Jacklin 1974). Some studies of verbal interaction find no differences. But wherever differences are shown, parents are

almost always found to be giving more verbal stimulation to their infant daughters (Clarke-Stewart 1973; Maccoby & Jacklin 1974).

1.3 *Review of Literature*

Communication with children begins in infancy. Babies can understand the meaning of a smile and soft tone of voice before they can understand the words. By developing good communication skills, parents can help keep the avenue of communication open throughout childhood for example they get the child's attention; be positive, be clear, be simple, be timely, give reasons, and listen (Hildebrand, 1994).

Greenspan (1999) suggests speaking in low, soothing tones while tending to an infant's needs. His study recommends that it helps babies calm down and pay attention, in other words, listen.

To communicate effectively with children, the most important thing one can do is to listen – to both verbal and nonverbal cues – and let them know that he/she hears their message. Communication begins when parents start responding to children's feeling rather than denying or judging them. By being respectful and communicating effectively, the adult can promote children's self esteem, empower them, and support their psychological well-being in general. (Gonzalez-Mena, 1997)

Putting language into one's interaction with the child is important because it establishes a medium for communication. Most children understand a lot more than they are able to express. Receptive language (understanding what is said) develops faster than expressive language (being able to talk). So the words of the mother's aren't useless as they may seem in their early age when they haven't got developed expressive language (Gonzalez-Mena, 1997).

Parent child interaction has long been considered a crucial influence on a child's academic performance and development (Barnard and Kelly, 1990). Parents who communicate in a more validating and less invalidating manner during such emotionally-arousing discussions may encourage adaptive appraisals about conflict, enhance parent-child bonding, and increase children's sense of security (Brown, Fitzgerald, Shipman, & Schneider, 2007).

Recommended Communication rights: Listening - to understand language, Oral and Written Communication - to communicate effectively, & Social Conventions of Communication.

There is evidence that mealtime conversations may have unique characteristics, although the mealtime conversations that have been studied have been multiparty rather than dyadic interactions (Ochs, Smith, & Taylor, 1988; Rondal, 1980).

According to Bowlby (1982), human infants form relationship, or attachments, with their care-givers as a means of ensuring their safety and survival. It is most often the mother, but can be another loving, sensitive caregiver, who initially provides food, and comfort for the newborn and to whom the infant develops a primary attachment. The baby and mother experience an intimate connection that gives the infant a sense of security. When parents understand how attachment affects development and how their communication and behavior affects their child's ability to have a secure attachment to them they are often motivated to change.

Each stage of emotional development, according to Erikson's (1963, 1982) view, involves a struggle between two opposing emotional states – one positive, the other negative. The role of parents in this process is to help children pursue the positive emotional states that are critical to each stage of development.

Emotionally healthy babies, Erikson suggests, acquire trust – a sense that they have nurturing, responsive caregivers who meet their basic needs. He argues that the emotionally healthy toddler gradually acquires a sense of autonomy – a feeling of individuality and uniqueness apart from his or her parents (Trawick-Smith, 2006).

Parents behaviors such as the use of positive affect, expressions of warmth through physical closeness, sensitive voice tone, and appropriate pacing are often associated with contingent responsiveness and play an important role in supporting children's early literacy skills (Landry, Smith, Swank, Assel and Velle, 2001).

Language begins before birth when parents talk. After the child is born, it is immersed in language and communication develops. Play situation is one of the sources to establish communication with young child. Communication theory views play as necessary for communication purposes. That is specific communication occurs during play that communicates messages that do not occur outside of play (Sluss, 2005).

The structure of the social system and the structure of the family shape communication and language; and language shapes thought and cognitive styles of problem-solving by structuring and conditioning what and how the child learns and by setting limits within which future learning may take place (Ellis, Robert, & Virginia, 1967). As Bernstein (1964) has shown, there are two kinds of communication which have a direct bearing on how language helps to shape thought: restricted and elaborated codes. Restricted codes are stereotyped, limited, and condensed, lacking in specificity and the exactness needed for precise conceptualization, differentiation, and discrimination. The individual

limited to a restricted code is sharply constricted in range and detail of concepts and information-processing. In elaborated codes, communication is individualized and the message is specific to a particular situation, topic, or person. It is more differentiated more precise, permitting expression of a wider and more complex range of thought.

The parents had a high percentage of utterances that were responses to their children's communication and were related to their children's topics. This research involves only one aspect of parent-child interaction (i.e., parents and children in play). Research should continue to investigate parent-child interactions across several contexts including daily routines such as mealtime and bathing (Clearly, Wetherby, & Goldstein (n.d.).

Wertsch (1979) describes how 2 years old is an important age to begin examining children's learning in social interactions. Prior to this, infants begin to follow someone's line of visual regard and their non-verbal signals, but around 2 years they begin to understand the informational content of mothers' communication. However, children at this age remain limited in their ability to work in a communicative learning context due, in part, to their immature language. By 3 years of age, children continue to need parental support for their focus of interest, but their increased language allows them to express more clearly their problem-solving goals; thus, less parental direction is needed. Through this interactional process, children gradually learn to share control and influence, skills that prepare them for greater independence in cognitive and social functioning (Landry, Smith, Swank, & Miller-Loncar, 2000).

Dunham and Dunham (1995), point out that most of the research examining the influence of contingently responsive parenting on children's behavior has focused

on changes in child behavior that occur within a social interaction. The influence of mothers' 2-year maintaining on children's later independence is indirect through its influence at 2 and 3 1/2 years on children's cognitive and social skills. Therefore, maintaining appears to facilitate children's independent cognitive and social functioning by supporting early skills in these areas so that they proceed along more optimal trajectories. These trajectories are evident in the strong influence of children's 2-year cognitive and social skills on their 3 1/2-year skills, which, in turn influenced their later independence in cognitive and social areas ((Landry et al., 2000). Many of children's early problem-solving and communication skills are initially supported through interactions with others and specially mother is the key role player (Bakeman & Adamson, 1984).

1.4 Rationale

Several studies concerning parenting style towards boys and girls reported conflicting gender-related differences. In Bangladeshi culture mothers usually dominate and control girls if not from infancy, certainly from early childhood and mothers are also observed to use different communication styles for boys and girls. Besides, research in developed countries has shown some basic parental communication style which is different for different age group of children. Though the issue has immense theoretical and practical value and no psychological or anthropological study on parental communication style had yet been conducted in Bangladesh. Moreover, Bangladesh is developing different projects and carrying on different activities to minimize gender differences in different areas. To reach such a target attempts should be started from early infancy. If a gender difference in parental communication style is found among mothers, Government and Non-government organizations may focus on this point

& take effective steps to train the mother which will enable them to follow same communication style irrespective of gender difference which will lead to healthy development of children. This concern led to the necessity of investigating the mothers' communication style with their children in Bangladeshi perspective.

1.5 Research questions

The study will therefore, attempt to answer the following research questions:

- 1) What are the parental communication styles followed by the urban parents of Bangladesh?
- 2) Is there a relationship between mothers' communication style and children's gender and age

1.6 Objectives

The objective of the present study:

- To investigate parental communication style both verbal (speaking, singing, words, quality of voice when using words: tone, tonal quality, pitch etc.) and non-verbal (body gesture, sign language, touch, facial expression, eye contact etc.)

Specific objectives

- To see whether communication style of mothers differs in respect of gender of children
- To see whether mothers use different communication style for different age groups of children

Chapter Two

METHOD

The study was conducted in two phases. In the first phase an observational checklist was prepared and in the second phase the final study was conducted.

2.1 Phase I

Development of an Observational checklist and other materials

2.1.1 Participants

Six mothers of children belonging to age 1, 3 and 5 years had been purposively selected from the Dhaka city. For each age one child was male and the other child was female. Age range of the mother was from 20 to 38 and they were from different areas of Dhaka city viz., Mirpur, Mohammadpur, Jatrabari, Malibag etc.

2.1.2 Selection of Data Collector

Two female data collectors were selected through an interview. One of them was student of Masters in Psychology with specialization in Applied Child and Adolescent Development and the other one was student of Masters in Political Science. They were trained in basic skills of observation for two days.

2.1.3 Procedure

Three age specific draft checklists were developed for use in 5 different settings viz., bathing and dressing, feeding, playing, toileting and sleeping. Draft checklist was used as guideline for observation.

It was ensured that informed voluntary consent was taken from each mother and the consent process was oral. These mothers were observed for 20 minutes in each setting by 3 trained observers (out of 3 one was present researcher) and it was non-participant observation. Each situation was observed by 2 observers out

of 3 observers i.e., two observers independently recorded mothers' communication style with their children in 5 different settings during the time of taking bath and dressing, feeding, playing, toileting and sleeping. Toileting and sleeping time was very much personal time for mother and children so that the timing could not be controlled for observing these activities the observers had to wait and observed until children went to sleep or completed the process of toileting. Finally, sleeping and toileting situation were excluded from the final checklist.

The observers recorded mother's use of words, pitch and tonal quality of voice, facial expression and total body language. When observation of a mother was complete an inter-observer reliability was found between the two observers. An observational checklist – a structured observational instrument to be used in a natural setting was prepared containing the items on which both the observers agreed. However, there was always scope to include any new item which would be observed during final study. In addition, new items which were found during observation time were added in the observation checklist.

During the observation, it was found that getting a complete picture of mother's communication style in a short period of time is very difficult and so, to compensate what is missed during observation one questionnaire was prepared which was used to interview the mothers.

2.2 Phase II:

The Final study

2.2.1 Participants

The sample of this study comprised 20 mothers of children belonging to two age groups viz., 3 & 5 years. They were selected from Dhaka city and technique of their selection was purposive. Out of 20 children 10 were male and 10 female. As a part of sampling procedures 3 and 5 years old children were selected from different Kindergarten schools and from pre-school classes of Non Govt. primary schools with the support of Headmaster and school teachers. After that mother's were reached personally. Most of the mothers of children of day care centre they were involved in income generating activities. They were not available except on weekend. They were purposefully excluded from the study. It was one of the limitations of the study.

2.2.2 Inclusion criteria

The inclusion criteria of the participants were:

- Participation was voluntary
- Both the mother and baby were in good health

2.2.3 Exclusion criteria:

- Either the mother or the child in ill health.

2.2.4 Materials used

- a) Informed consent form
- b) Checklist to record mother's communication style
- c) Questionnaire for interviewing mothers to record mothers' communication which could have been missed or did not occur during observation

- d) Information blank sheet to collect demographic information

2.2.5 Procedure of data collection

Two informed consent forms were developed – one for observation and one for questionnaire for ensuring ethical issues. Formal informed consent was taken from the participants. Consent process was oral. The informed consent form included information regarding the purpose of the study, the benefits from this study and the procedures and risks involved in participating in the study, assurance for confidentiality/anonymity and ensure participants rights to withdraw from the study. Based on this information they made an independent voluntary decision to participate. The observations were conducted following the steps mentioned below:

- a) Gain entry to the house
- b) Establish rapport with the respondents
- c) Taking informed consent
- d) Conducting the study by observing and recording the observation in the checklist
- e) Deal with crisis if there is any
- f) Exit from the observational setting

The three data collectors collected data individually through observation of the mother and child for 30 minutes in each setting for two days. But first 10 minutes of observation was not recorded because it was assumed that the mother and child may need at least first 10 minutes to behave naturally in front of the observer who was a stranger.

After completion of two days observation mothers were interviewed with a questionnaire for recording any missing communication which might have not

been shown by mother during the period of observations. This questionnaire was compensatory to observation. At the end mothers were thanked for their cooperation.

Chapter Three

RESULTS

The present study was undertaken with specific objectives to observe whether mother uses different communication style for girl and boy child and also to see whether she uses different communication style for different age group of children. For this purpose data were collected from 20 mother-children dyads. Of these children 10 were male and 10 female and age of the children was 3 and 5 years. The data were collected through observation and a checklist was used to record the observed data. A questionnaire was also used to compensate the observation but as the questionnaire did not yield any additional information so the data obtained from questionnaire were not analyzed. Mothers and children were observed consecutively for two days on the assumption that on the second day mothers and children would behave more naturally because observer would get some familiarity with them. Mothers and children were observed under three different situations naming bathing and dressing, feeding, and playing. In every situation both verbal and non-verbal responses were marked in the checklist and later on were entered under prefixed classification viz., assertive, aggressive, passive and passive-aggressive of communication styles. Data obtained in day 2 of observation were analyzed. Total probable responses under four different communication styles were 115 items for non-verbal communication and 103 items for verbal communication. There were unequal number of item for different situation and percentage was calculated separately for different situations. For the analysis of data frequency count and percentage of responses in each situation showing different communication style were calculated. The results are presented in two sections:

i) Age of children and mothers communication style presented in Table 1 to 4 and
 ii) Gender of children and mothers communication style presented in Table 5 to 8.
 The results are also graphically presented in Figure no. 1 to 8. Data obtained in 1st
 day of observation were also analyzed to find whether behavior of mother and
 children are consistent with behavior on second day. The result of day one
 observation is shown in appendices G & H.

3.1 Age of children and Mothers Communication styles

Table 1 to 8 and Figure no. 1 to 8 show the results of day 2 observation under
 three different situations. In each situation the respondents were observed for 20
 minutes. Mother's communication with one year children was completely
 different from 3 and 5 years. Mothers mostly communicate non-verbally with one
 year children during sleeping and toileting time. For the convenience of analysis
 data of one year were removed. Toileting and sleeping time was very much
 personal time for mother and children so that timing could not be controlled.
 Table 1 to 4 shows the result of day 2 observations of mothers' communication
 styles with their children aged 3 and 5 years.

Table 1

Age of children and mothers assertive communication style (MACS) in
 percentage

Situation	Age of Children	
	MACS with 3 years old children (%)	MACS with 5 years old children (%)
Bathing & Dressing	81	65
Feeding	70	35
Playing	37	27

Figure 1

Age of children and mothers assertive communication style (MACS)

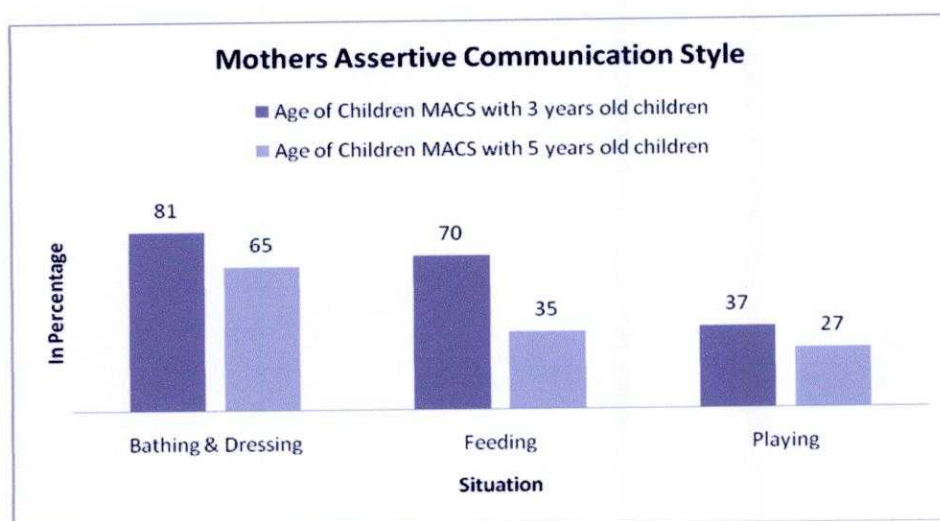


Figure 1 shows that during bathing and dressing mothers' use assertive communication style 81% with 3 years old and 65% with 5 years. While feeding, mothers were witnessed more on assertive communication style 70% for 3 years and for 5 years is 35%. In play time mothers communicate 37% & 27% with their 3 years and 5 years children respectively.

Table 2

Age of children and mothers aggressive communication style (MAgCS) in percentage

Situation	Age of Children	
	MAgCS with 3 years old children (%)	MAgCS with 5 years old children (%)
Bathing & Dressing	44	46
Feeding	39	27
Playing	44	15

Figure 2

Age of children and mothers aggressive communication style (MAgCS)

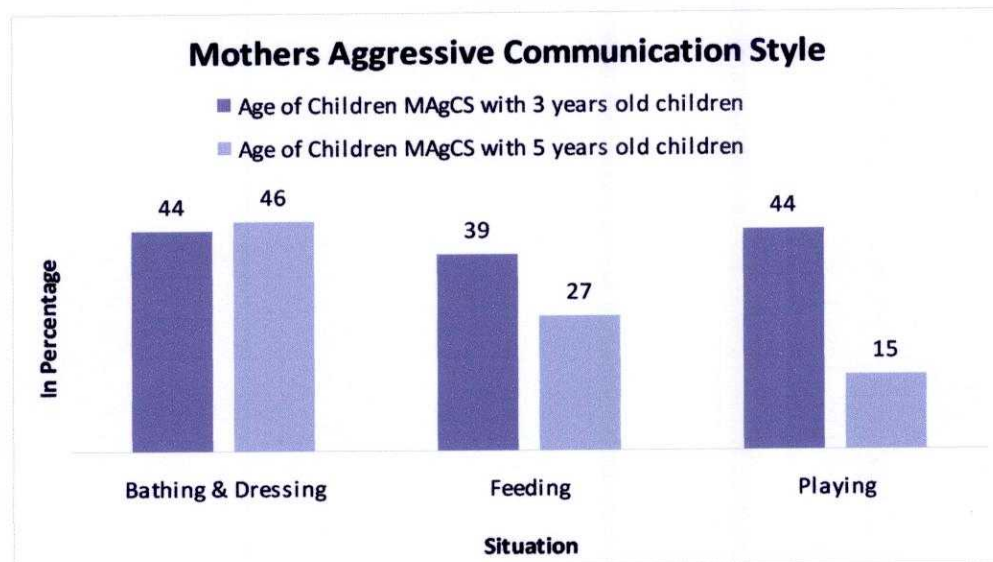


Figure 2 indicates that mothers' communicate aggressively most of time with their 3 years children 39% and 44% respectively in feeding and playing situation. On the other hand, mothers communicate more aggressively with 5 years old during bathing & dressing (46%) situation.

Table 3

Age of children and mothers passive communication style (MPCS) in percentage

Situation	Age of Children	
	MPCS with 3 years old children (%)	MPCS with 5 years old children (%)
Bathing & Dressing	6	17
Feeding	38	78
Playing	34	23

Figure 3

Age of children and mothers passive communication style (MPCS)

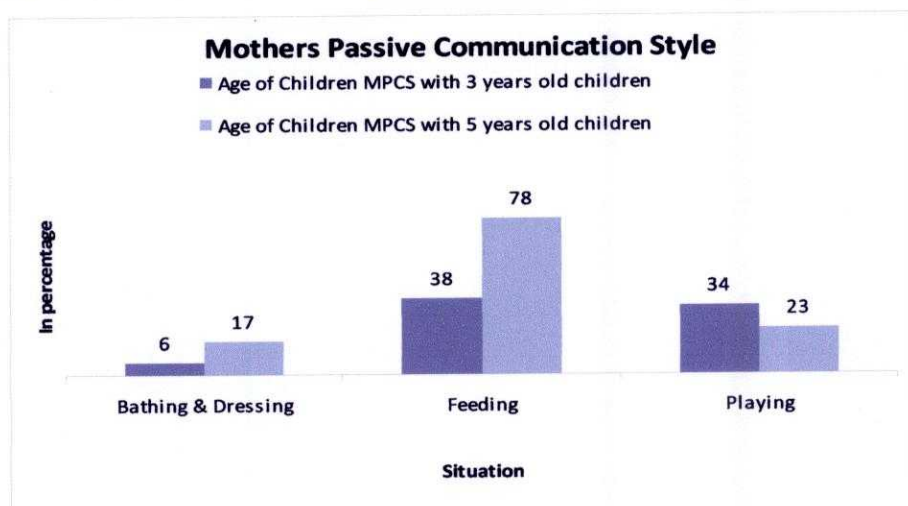


Figure 3 is present clear picture that mother's passive communication behavior witnessed higher with their 5 (78%) years' old children during feeding time. During playing situation mothers were using (34%) passive communication styles with 3 years children.

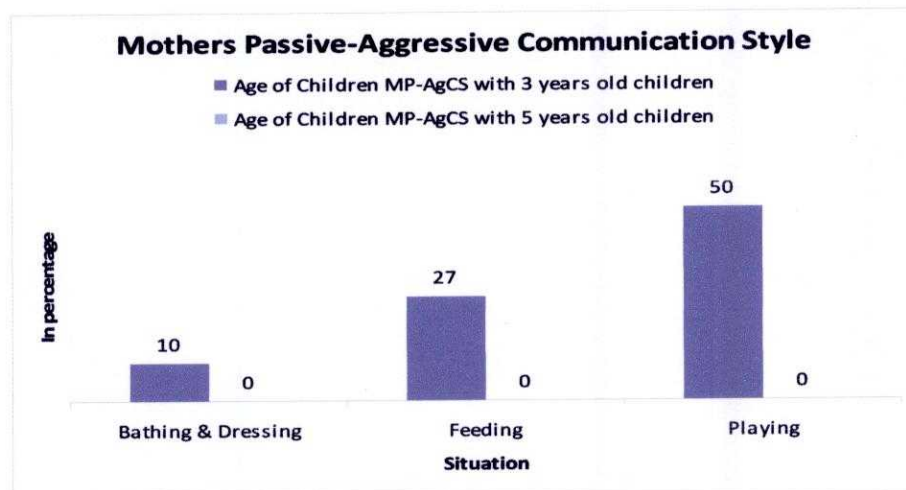
Table 4

Age of children and mothers passive-aggressive communication style (MP-AgCS) in percentage

Situation	Age of Children	
	MP-AgCS with 3 years old children (%)	MPAg-CS with 5 years old children (%)
Bathing & Dressing	10	0
Feeding	27	0
Playing	50	0

Figure 4

Age of children and mothers passive-aggressive communication style (MP-AgCS)



It is plain evident from Figure 4 that mothers communicate passive-aggressively more with their 3 years old children during bathing & dressing, feeding and playing time respectively 10%, 27% and 50%.

3.2 Gender of Children and Mothers Communication styles

Results showing mothers' communication style with male and female children are presented in the following tables 5 to 8 and figures 5 to 8.

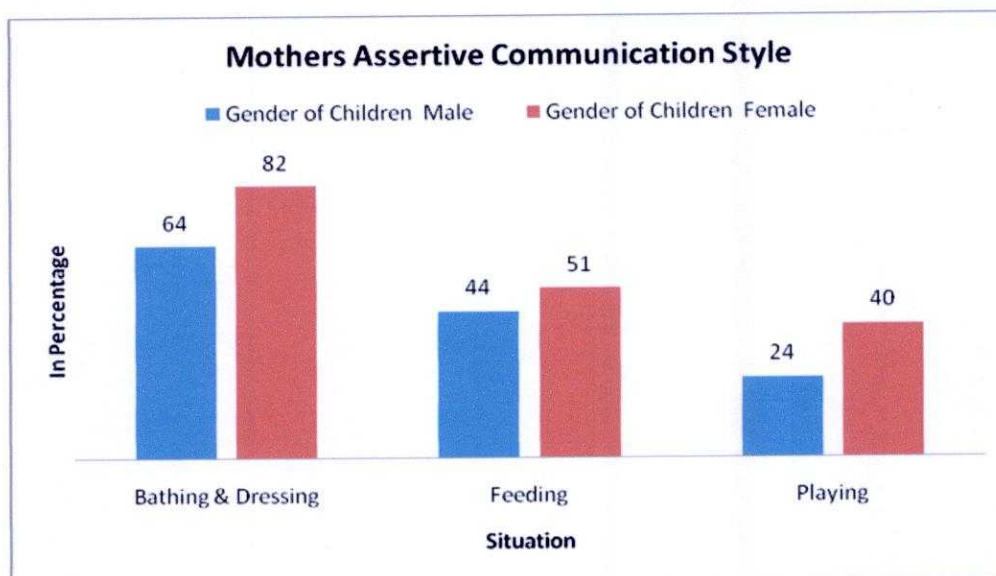
Table 5

Gender of Children and mother's assertive communication style (MACS) in percentage

Situation	Gender of Children	
	Male (%)	Female (%)
Bathing & Dressing	64	82
Feeding	44	51
Playing	24	40

Figure 5

Gender of children and mothers assertive communication style (MACS)



Results presented in Figure 5 gives a clear picture that when dealing with female children mothers use more assertive style of communication than when dealing with male children. During bathing and dressing, feeding and playing situation mothers communicate with their female children with more assertiveness 82%, 51% and 40% respectively than they do with male children 64%, 44% and 24% respectively.

Table 6

Gender of children and mothers aggressive communication style (MAGCS) in percentage

Situation	Gender of Children	
	Male (%)	Female (%)
Bathing & Dressing	44	25
Feeding	36	21
Playing	30	15

Figure 6

Gender of children and mothers aggressive communication style (MAgCS)

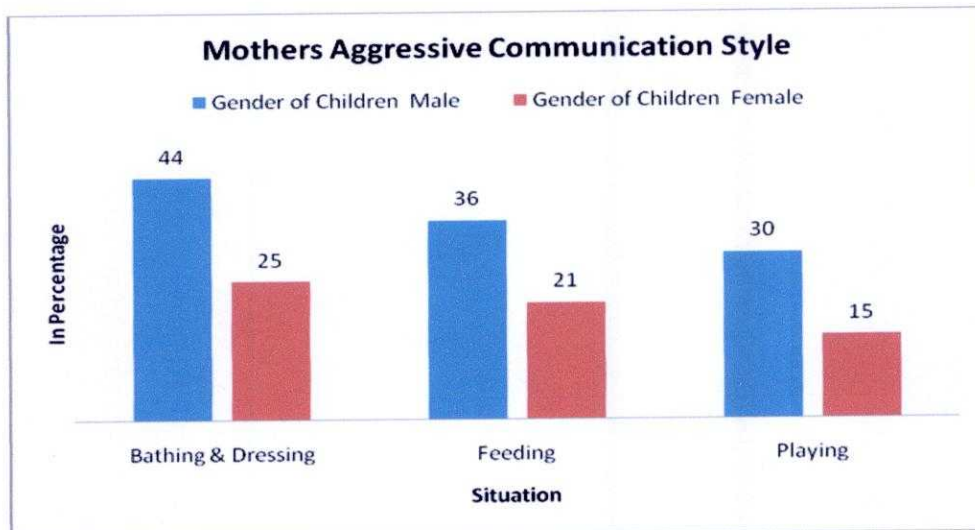


Table 6 indicates that mothers communicate with their male children more aggressively than they do with their female children.

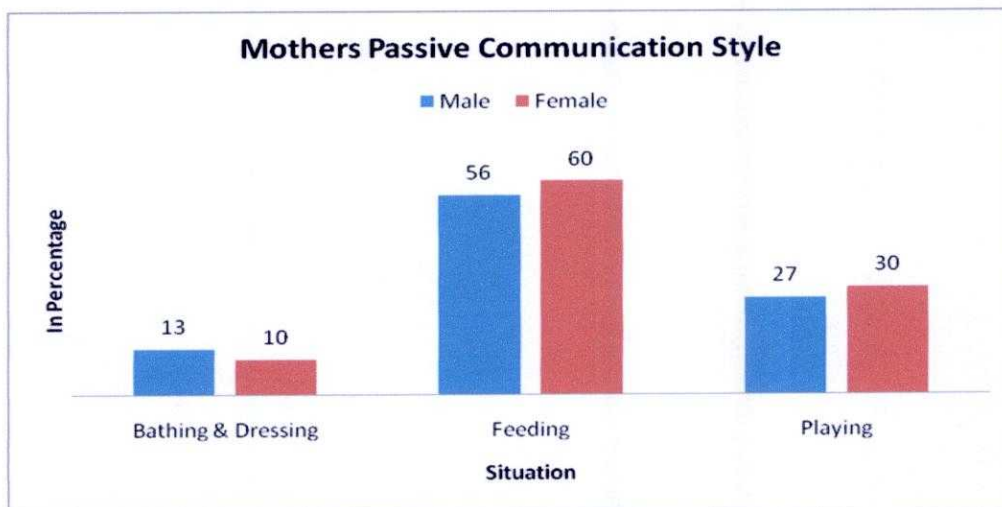
Table 7

Gender of children and mothers passive communication style (MPCS) in percentage

Situation	Gender of Children	
	Male (%)	Female (%)
Bathing & Dressing	13	10
Feeding	56	60
Playing	27	30

Figure: 7

Gender of children and mothers passive communication style (MPCS)



It is evident from Table 7 feeding and playing is the situation where mothers use passive communication more with female children 60% and 30%.

Table 8

Gender of children and mothers passive-aggressive communication style (MP-AgCS) in percentage

Situation	Gender of Children	
	Male (%)	Female (%)
Bathing & Dressing	7	27
Feeding	22	32
Playing	33	49

Figure 8

Gender of children and mothers passive-aggressive communication style
(MP-AgCS)

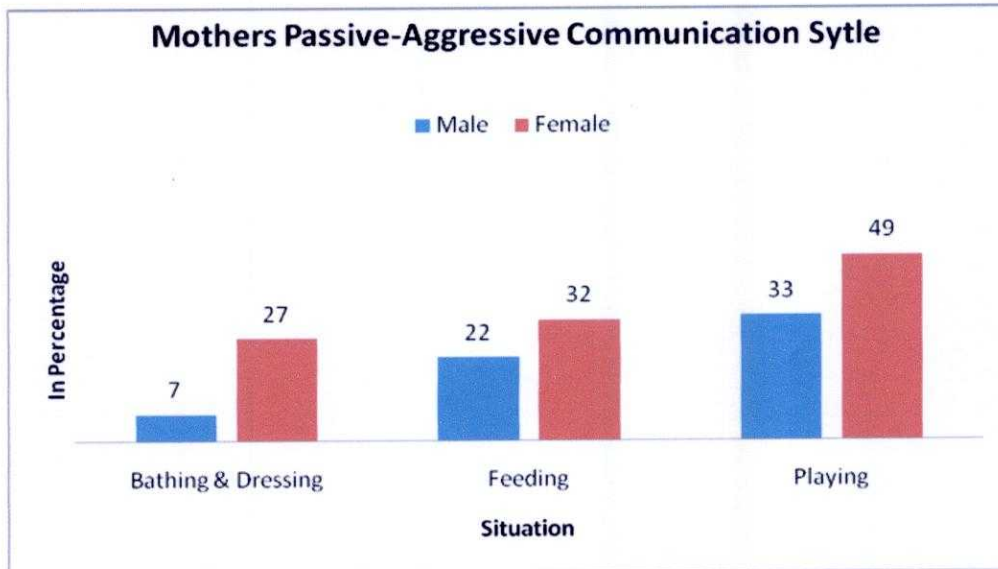


Table 8 represents mothers' use passive-aggressive communication in case of female children 27% & 32% during bathing & dressing and feeding time and for male it is 7% & 22%. During playing time mothers' passive-aggressive communication style was witnessed more (49%) with their female children and for male it was 33%.

Chapter Four

DISCUSSION

The present study was conducted with the purpose to investigate the mother's communication styles with their children. The objectives were to find out whether mothers communicate differently with children of different age and also to find whether they use different communication style for male and female children. A sample of 20 mothers of children aged three and five of whom 10 were male and 10 female children. Mothers' communication with their children was observed in 3 situations viz. bathing & dressing, feeding, and playing in their home setting for 2 days. A questionnaire was also used with the purpose of including any response by the mothers which did not occur during observation. Descriptive statistics was calculated for the analysis of obtained data. Interpretation and discussion of the findings are presented in the following sections.

4.1 Age of children and mother's communication style

It has been proved beyond doubt that family is the primary learning institute and the parents – especially the mother is the primary teacher of a child. The mother-child relationship is based on communication – both verbal and non-verbal. The mother's voice and the styles of communication she uses for her child indicate her way of caring for the child. From the very moment of his/her birth the child also gives attention to parents or caregivers voice, sees mothers face, and feels the mother's word and loving touch etc.

4.1.1 Mothers assertive communication style

In the present study mother's use of assertive communication style was observed to be more with three year children and least with 5 years in all the three

situations when mothers have the highest scope of interactions i.e., communication with their children. Most of the mothers kissed their babies, took in lap, kept her body soft and relaxed, kept smiling face, kept contact with eyes to eyes etc, gave black dot on the child's forehead (as customary in Bangladesh culture) to keep away from evils; play with hands and legs etc. During three different situations mothers also used soft tone in talking, kept talking, recited rhymes, told stories, clapped or used praise words (my sweetie, good boy/ girl) and encouraged; gave favourite toys and also asked about their likings etc.

Many research findings show that in age 1 to 3 years children get mothers or caregiver's warmth, love, caring and attachment. Therefore, this positive attachment and environment increase children's socio-emotional development. The above finding indicates that high-quality care and love is good for all children (UNESCO, 2010). One of Japanese study disclose that early mother-child interactions can yield a wealth of information about communicative style and the role it plays in transmitting cultural values to children (Clancy, 1986). So, the present observed interaction between mothers and the children show that the mothers are communicating their warmth and love in a positive way and for the very young children mostly non-verbally.

4.1.2 Mothers aggressive communication style

Children of 3 years were observed getting most aggressive behaviour from their mothers in two (feeding and playing) different situations. Mothers became annoyed, showed anger, fed forcefully, used high pitch tone, kept the body stiff, scolded, slapped in the back, threatened and scared the child by saying that some others would eat the food etc.

4.1.3 Mothers passive communication style

It is also observed that mothers were using more passive communication style with 5 years children - mothers talked less; showed less responsiveness, involved in their own work leaving the child with food or play materials, fed or played silently, allured to say that you would be given many things such as toy, food or would be taken outside etc. This pattern of communication indicates that mothers are not as much communicative with 5 years old children as they were used to be when the children were younger.

4.1.4 Mothers passive-aggressive communication style

It was observed that 3 years old children were getting more exposure with passive-aggressive communication approaches from their mothers. Most of the mothers showed anger, always were in a hurry, kept the body and face stiff, glared at their children, scolded, annoyed when being called, sometimes slapped or threatened etc.

Mothers' use of aggressive and passive-aggressive communication style with their children may be explained with reference to socio-cultural perspective of Bangladesh. Year 3 is very critical because at this age children try to do some of their things independently and sometimes refuse mothers assistance. All these activities of children at this age make them sometimes disobey their mothers and mothers try to control their behaviour by using aggressive communication style. In addition, research finding illustrates that young children identify and differentiate negative emotions more specifically than positive emotions during the first three years of life (Shaver, Schwartz, Kirson & O' Conner, 1987).

4.2 Gender of children and mother's communication styles

4.2.1 Mothers assertive communication style

Finding of this study show that during bathing and dressing, feeding, and playing, mothers in general tend to use assertive communication more with their female children. Analysis of non-verbal behaviour indicates that mothers used facial expressions, touch, warmth and softness and they also talked a lot with soft voice and tone, sang, recited, etc and sometimes used praise words, encouraged and gave choice/options etc during verbal communication. However, during bathing and dressing, out of 10, two mothers used assertive behaviours with their male children also. Besides this mother's verbal communication varied with male children during feeding time. In other words, mothers were found to use different communication patterns in different situation. In eastern culture, during feeding time male children get preferences because he is considered to be the future inheritor and the bread earner of the family. From early infancy children whether male or female can also be regarded as active participants in interaction who demonstrate increasing competence in conveying messages to their interactive partners (Paavola, Kunnari, & Moilanen, 2005) and thus when stimulated mothers use different degree of assertiveness when communicating with their male and female children.

4.2.2 Mothers aggressive communication style

Mother's use of aggressive communication style was also found to be more with male children in all the three different situations. In this study, it is observed that mothers were dealing more aggressively during bathing & dressing, feeding and playing time. The pattern of behaviour represents mothers' negative approach

when communicating with their male children. Mothers showed anger, fed forcefully, used high pitch tone, repeatedly instructed, slapped or threatened.

4.2.3 Mothers passive communication style

During feeding and playing situation it was found that mothers were using more passive behaviour with female children but for male children they were little passive during bathing and dressing time. Globally the traditions of society female children are getting less preference for feeding and playing. Mothers spend less time compare to male children. Bangladeshi mothers were more conservative with female children during dressing time. Considering to rural context male children is moving around without any dress up (lower portion) in their young age.

4.2.4 Mothers passive-aggressive communication style

In all the three situations mothers used passive-aggressive communication style more with female children. Traditionally, in Bangladesh culture female children are dominated from early age by their mothers and female children are taught to play submissive role. Parents may start the process of sex-role stereotyping of their children beginning at birth, when pink or blue indicates the sex of the newborn, and continuing through adolescence (Jones & Wilkins, 1986). Later on parents may not actively use different communication style in a gender stereotyping manner but social learning works for both parents and the children. Parents tend to encourage dependency and close family ties in girls and to put more emphasis on independence, early exploration, achievement and competition in boys (Hoffman, 1977; Ruble & Martin, 1998). Moreover, they often communicate this message directly (Pomerantz & Ruble, in press). Mothers said

you are a naughty girl, always showed hurry, gave direction listen first or stop playing etc. Thus through mothers' use of different communication styles for male and female children they learn appropriate sex role behaviour.

4.3 Indication for further research

A number of limitations of the present study provide the basis for further research in the area of maternal communication style. As the participants were from some selected areas of Dhaka city only, the findings cannot be generalized and further studies with representative sample are therefore needed in order to have a common picture. Further studies are also suggested for generalizing the results to different socio-economic group.

Another limitations of the study was that some of the extraneous variables like education, profession etc. those which could have affected mother's communication style were not controlled. It was felt that this was not necessary as the study was of qualitative in nature and aimed to see the general pattern.

However, if the study is to be replicated in future, it would be worth while to have a more rigorous control over variable. During observation it was found that some mothers omitted regular bathing of children due to winter seasons

(observation took place during the month of December 2009 and January 2010).

So, it was not possible to observe the communication style of all the mothers during bathing situation. It is therefore, suggested that observation of this type of study should be extended to other seasons also. Lastly, the awareness or alertness caused by being observed probably has led the mothers to behave in a manner which is not very natural for them. To overcome this problem participant observation is suggested.

In short, the study is probably the first attempt in the context of Bangladesh to acquire knowledge about communication style of the mothers. It is not possible in a single research to include all the variables and have a complete picture and therefore, it is felt that further research is needed to have a better understanding of the communication styles of the Bangladeshi mothers.

However, despite all those limitations it may be concluded that the present study complied with the goals i.e., it has contributed to the understanding of maternal communication with their male and female children at different age. The findings of the study give a general picture as well as to raise many research questions which may initiate further research investigation.

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Appendix A General Information (Bangla and English)

সাধারণ তথ্যাবলী

শিশুর নাম: কোড নং:

তারিখ:/...../.....

ক্রম নং

- | | | | |
|-----|---|-----------------|-------------------------|
| ১. | শিশুর নাম: | বয়স: | লিঙ্গ: |
| ২. | মায়ের নাম: | বয়স: | শিক্ষাগত যোগ্যতা: |
| ৩. | বাবার নাম: | বয়স: | শিক্ষাগত যোগ্যতা: |
| ৪. | সন্তান সংখ্যা: | ছেলে: | মেয়ে: |
| ৫. | পারিবারিক মাসিক আয়: | মা : | বাবা : |
| ৬. | গবেষণায় অংশগ্রহণকারী শিশুর স্থান : | | |
| ৭. | পরিবারের সদস্য সংখ্যা: | | |
| ৮. | নিজ জেলা | মা : | বাবা : |
| ৯. | যোগাযোগের পূর্ণ ঠিকানা: | বাড়ি নং: | রোড নং/ নাম: |
| | এলাকার নাম: | ঢাকা - | |
| | যোগাযোগের ফোন নং: | বাসা: | মোবাইল: |
| ১০. | আপনার শিশুর যত্নে পরিবারের আর কে কে সহায়তা করেন: | ক. | খ. |
| | তথ্যগ্রহণকারীর স্বাক্ষর : | তারিখ: | |

General Information

Name of the Child Code No
Date/...../.....

Serial No

- | | |
|--|--------------------------|
| 1. Name of the Child | Age Gender..... |
| 2. Mother's name | Age..... Education |
| 3. Father's name | Age..... Education..... |
| 4. Number of children | Boy..... Girl..... |
| 5. Monthly family income | Mother..... Father..... |
| 6. Birth order of the research participant Child | |
| 7. Member of the family | |
| 8. Home District | Mother Father..... |
| 9. Full address | House no..... Road |
| Name of the area | Dhaka - |
| Contact no..... | Home Mobile..... |
| 10. Who else in the family helps in the care of your child.... | A)..... B)..... |
| Signature of the Information provider..... | Date |

Appendix B Informed Consent for Observation (Bangla and English)

ব্র্যাক বিশ্ববিদ্যালয় শিক্ষা উন্নয়ন ইনস্টিটিউট পর্যবেক্ষণের জন্য সম্মতি পত্র

গবেষণার শিরোনাম: বয়স ও লিঙ্গভেদে শহরাঞ্চলে অবস্থানরত শিশুর সাথে বাবা-মার যোগাযোগের ধরণ

গবেষকের নাম: রোকসানা খানম

প্রতিষ্ঠান: শিক্ষা উন্নয়ন ইনস্টিটিউট, ব্র্যাক বিশ্ববিদ্যালয়

গবেষণার উদ্দেশ্য :

ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইনস্টিটিউট গত ২০০৮ সাল থেকে বাংলাদেশের প্রথম শৈশব উন্নয়নে মাস্টার্স কার্যক্রম শুরু করেছে। কার্যক্রমের এই পর্যায় প্রথম ব্যাচের শিক্ষার্থীরা গবেষণামূলক কার্যক্রমে অংশগ্রহণ করছে। এরই ধারাবাহিকতায় আমরা ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইনস্টিটিউট থেকে গবেষণার কাজে এসেছি। এই গবেষণার উদ্দেশ্য হচ্ছে শহরে বসবাসরত বাবা-মা তাদের ১/৩/ ৫ বছর বয়সী ছেলে/ মেয়ের সাথে কীভাবে যোগাযোগ করেন তা বাড়ির পরিবেশে পর্যবেক্ষণ করা। পর্যবেক্ষণের মোট ৫টি সেশন - যেমন: ১) গোসল করা ও পোশাক পড়া ২) খাবার খাওয়ানো ৩) খেলা করা এবং ৪) টয়লেটিং ও ৫) ঘুম পাড়ানো। গবেষণার পর্যবেক্ষণ কাজটি আমরা পরপর দুই দিনে সম্পন্ন করবো।

আপনার কাছ থেকে কি আশা করা হচ্ছে :

এই গবেষণা কাজে আপনি ও আপনার ১/৩/৫ বছর বয়সী শিশুর অংশগ্রহণের জন্য আপনাকে আমন্ত্রণ জানানো হচ্ছে। এই পর্যবেক্ষণ আমরা আপনার সুবিধামত সময়ে আপনার বাসায় এসে করবো। প্রতিটি সেশনের জন্য ২০ মিনিট সময় লাগবে অর্থাৎ মোট সময় লাগবে ১০০ মিনিট। পর্যবেক্ষণ চলাকালে আপনি ও আপনার ১/৩/৫ বছর বয়সী ছেলে/ মেয়ে শিশুর সাথে কীভাবে যোগাযোগ করেন সে সম্পর্কিত তথ্য আমরা লিখে রাখব। আমরা প্রত্যাশা করছি, আপনি ও আপনার শিশু যদি এই গবেষণায় অংশগ্রহণে সম্মত হন তবে একজন গবেষণাকর্মী আপনার বাড়ি পরপর দুই দিন যাবেন এবং গবেষণা কার্যক্রমটি পরিচালিত করবেন।

গবেষণার ঝুঁকি ও উপকার :

এই গবেষণায় অংশগ্রহণে আপনি ও আপনার শিশুর কোন ঝুঁকি নেই। আমাদের পর্যবেক্ষণে অংশগ্রহণ করার জন্য আপনি অথবা আপনার শিশু কোন টাকা-পয়সা বা খাবার পাবেন না। ব্র্যাক বিশ্ববিদ্যালয় শিক্ষা উন্নয়ন ইনস্টিটিউট আশা করে এই গবেষণায় অংশ নিলে পর্যবেক্ষণের মাধ্যমে পাওয়া তথ্য বাংলাদেশের বাবা-মার শিশুর লালন-পালনে (parenting) কর্মসূচিতে সাহায্য করবে।

গবেষণায় অংশগ্রহণ করা বা প্রত্যাহার করার অধিকার :

এই গবেষণায় আপনি ও আপনার শিশুর অংশগ্রহণ সম্পূর্ণভাবে আপনার ইচ্ছার উপর নির্ভরশীল। আপনি যদি গবেষণার পর্যবেক্ষণ করতে দিতে না চান অথবা প্রত্যাহার করেন তাহলে আপনার সিদ্ধান্ত মেনে নিবো এবং আপনাকে কোনোরকম প্রশ্ন করবো না।

গোপনীয়তা :

আপনি আমাদের উপর সম্পূর্ণ আস্থা রাখতে পারেন যে, আপনি ও আপনার ১/৩/৫ বছর বয়সী ছেলে/ মেয়ে শিশুর সংগৃহীত তথ্য সম্পূর্ণভাবে গোপন রাখা হবে। যে সকল কাগজপত্রে তথ্যগুলো সেগুলো আমাদের সাথে ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইনস্টিটিউটে তালাবদ্ধ রাখা হবে। শুধুমাত্র গবেষণা জড়িত ব্যক্তি ছাড়া অন্য কেউ এসকল তথ্য দেখতে পারবে না।

প্রয়োজনে যার সাথে যোগাযোগ করা যাবে :

রোকসানা খানম এই গবেষণার প্রধান গবেষক। আপনার যদি মনে হয় যে আপনার সাথে অন্যায় করা হয়েছে অথবা এই গবেষণায় অংশগ্রহণের কারণে আপনি কোনোভাবে ক্ষতিগ্রস্ত হয়েছেন, কিংবা আপনার যদি এই গবেষণার বিষয়ে কোন প্রশ্ন থেকে থাকে - আপনি এই গবেষণার গবেষক রোকসানা খানম এর সাথে ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইনস্টিটিউট, নিকেতন সোসাইটি, গুলশান -১, ঢাকা, বাংলাদেশ - এ ৮৮২-৪১৮০, ৯৮৮১২৬৫ (এক্সটেনশন ২১২৭) নম্বরের টেলিফোনে যোগাযোগ করতে পারেন। এ ছাড়া আপনি ইসিডিআরসি-র প্রধান মাহমুদা আকতার এর সাথে ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইনস্টিটিউট, নিকেতন সোসাইটি, গুলশান -১, ঢাকা, বাংলাদেশ - এ ৮৮২-৪১৮০, ৯৮৮১২৬৫ (এক্সটেনশন ২১১২) নম্বরের টেলিফোনে যোগাযোগ করতে পারেন।

আপনি ও আপনার ১/৩/৫ বছর বয়সী ছেলে/ মেয়ে শিশু এই গবেষণা কাজে অংশগ্রহণ করতে রাজি আছেন? হ্যা / না

(রাজি হলে)

মায়ের স্বাক্ষর:

(স্বাক্ষর করতে না পারলে গবেষণা সহকারি কালি দিয়ে টিপ সহি নিবেন)

গবেষণা সহকারীর নাম ও স্বাক্ষর :

তারিখ:

কোড নং

Informed Consent for Observation

Institute of Educational Development, BRAC University

Research Title: Parental Communication Style as Related to Gender and Age in Urban Settings.

Name of the Researcher: Roxana Khamon

Organization: Institute of Educational Development, BRAC University

Objective of the research:

Institute of Educational Development, BRAC University has initiated Master Program on Early Childhood Development from 2008, which is the first of its kind in Bangladesh. At this stage of the program, the students of first batch are conducting research study. As a part of this research, we have come from IED, BRAC University to conduct research. The aim of this research is to observe how parents living in the urban areas communicate with their 1/3/5 years children in home environment. There are five sessions in the observation; 1) Bathing and dressing 2) Feeding 3) Playing and 4) Toileting and 5) Sleeping. We will observe these activities for two consecutive days.

Expectation:

You and your 1/3/5 year old child (girl/boy) are invited to participate in this research work. We will come to your home at your suitable time to observe. Each session will take 20 minutes; that means total 100 minutes will be taken. During observation we will take notes the information how you communicate with your 1/3/5 year old child. We hope that you and your children will agree upon this research and one of our researchers will go to your home for two consecutive days and conduct this research work.

Risk and Benefit:

There is no risk for you and your children by participating in this research. Both you and your child will not get any money or food during the observation. IED, BRACU expects that the findings from this observation will help Bangladeshi parents by the Parenting Program.

Right to participate in or withdraw from the research:

The participation of you and your child in this research fully depends on your willingness. If you do not want to continue or if you want to withdraw yourself from the research, we will respect your decision and you will not be questioned.

Confidentiality:

You can rely on us that the information of you and your 1/3/5 year old child (girl/boy) will be preserved with confidentiality. The documents carrying the information will be kept locked at IED, BRACU. Nobody except the research related people will see this information.

Contact person:

Roxana Khanom is the main researcher of this research. If you feel that any fault has been done with you or by any means you face loss or if you have any question regarding this research, you can contact with Ms. Roxana Khanom at IED, BRACU, Niketan Housing Society, Gulshan 1, Dhaka, Bangladesh; Phone, 8824180, 9881265 (Ext. 2127). Besides, you can also contact with Ms. Mahmuda Akhter, Head of ECDRC, IED, BRACU at the same address mentioned above.

Do you and your 1/3/5 year old child (girl/boy) agree to participate in this research? Yes/No
(If agree)

Signature of Mother

(Help the mother give fingerprint if she does not know how to sign)

Name and signature of the Research Assistant:

Date:

Code no:

Appendix C Observation Checklist for 3 year old Children (Bangla and English)

পর্যবেক্ষণ চেকলিস্ট (তিন বছরের শিশুর মায়ের জন্য)

শিশুর নাম: কোড নং:

বয়স: লিঙ্গ:

সেশনের নাম	অমৌখিক যোগাযোগ (body gesture, sign language, touch, facial expression, eye contact etc.)		মৌখিক যোগাযোগ (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	মা কী করেন	শিশু কী করে	মা কী করেন	শিশু কী করে
গোসল করা ও পোশাক পড়া (২০ মিঃ)	<ul style="list-style-type: none"> গোসলের আনুসঙ্গিক গুছিয়ে নেন গরম পানি দিয়ে গোসল করান গায়ে সাবান মাখান তেল মাখান হাত-পা নিয়ে খেলা করেন শিশুকে হাত নেড়ে কাছে ডাকেন খেলনা হাতে দেন চুমু খান আদর করেন বুকে টেনে নেন কোলে নেন হাসিমুখ করে থাকেন 	<ul style="list-style-type: none"> নিজেই গোসলের জন্য তৈরি হয় খেলনা হাতে নিয়ে খেলে মার হাত সরিয়ে দিতে চায় পানি ছেড়ে উঠতে চায় না পানি নিয়ে খেলা করে হাত-পা ছুঁড়ে নিজেই সাবান/শ্যাম্পু দিতে চায় মাকে ঠেলে সরিয়ে দিতে চায় নিজেই গা মুছতে চায় কাপড় পড়ানোর সময় দৌড়ঝাপ করে শিশু মায়ের কথা মত চলে ও কথা শোনে 	<ul style="list-style-type: none"> মা গোসল করার জন্য ডাকেন মা তাড়াতাড়ি গোসল শেষ করার জন্য তাগিদ দেয় মা গা মুছে দেয় ও কথা বলেন বকা দেন বিরক্ত হয়ে ডাকাডাকি করেন তেল/ পাউডার/ লোশন মাখান ও কথা বলেন। যেমন: কণ্ঠস্বর নরম থাকে উচ্চস্বরে কথা বলেন 	<ul style="list-style-type: none"> গোসল করার জন্য নিজেই মাকে তাগিদ দেয় গোসল করবে না বলে একা একা গোসল করতে চায় কান্না করে চিৎকার করে না, না, বলে পাউডার/ লোশন/ তেল লাগাতে চায় না নিজের পছন্দের কাপড় পড়তে চায় নিজেই গা মুছতে চায় মার সাথে কথা বলে

সেশনের নাম	অমৌখিক যোগাযোগ (body gesture, sign language, touch, facial expression, eye contact etc.)		মৌখিক যোগাযোগ (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	মা কী করেন	শিশু কী করে	মা কী করেন	শিশু কী করে
	<ul style="list-style-type: none"> বিরক্ত বোধ করেন চোখে ইশারা করেন মায়ের শরীর নরম রাখেন রাগ দেখান চুল আঁচড়ে দেন 	<ul style="list-style-type: none"> ছোট টুলে বসে গোসল করে 	<ul style="list-style-type: none"> গল্প করেন ছড়া বলেন/ গান করেন মা শিশুর সাথে কথা বলেন 	<p>যেমন:</p> <ul style="list-style-type: none"> এটা ওটা প্রশ্ন করে যেমন: মা কখন গোসল করবো? জিজ্ঞেস করে

পর্যবেক্ষণ চেকলিস্ট (তিন বছরের শিশুর মায়ের জন্য)

কোড নং:

সেশনের নাম	অমৌখিক যোগাযোগ (body gesture, sign language, touch, facial expression, eye contact etc.)		মৌখিক যোগাযোগ (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	মা কী করেন	শিশু কী করে	মা কী করেন	শিশু কী করে
খাবার খাওয়ানো (২০ মিঃ)	<ul style="list-style-type: none"> • খাবার প্রস্তুত করেন • চামচ দিয়ে খাওয়ান • হাত দিয়ে খাওয়ান • খেলনা হাতে দেন • জোর করে খাওয়ান • কোলে নিয়ে খাওয়ান • হাসিমুখ করে থাকেন • সারাবাড়ি ঘুরে ঘুরে খাওয়ান • মায়ের শরীর নরম রাখেন • শিশুকে খাবার দেখিয়ে কাছে ডাকেন • খাবার মজা এমনভাবে করেন • চোখ রাঙায় • মুখ-চোখ শক্ত করে ফেলেন • থাপ্পর দেখান 	<ul style="list-style-type: none"> • শিশু কার্টুন অথবা টিভি দেখতে দেখতে খায় • হাত-পা ছুঁড়ে • বেশি সময় নিয়ে খায় • খাবার মুখে জমিয়ে রাখে • বমি করে • খাবে না বলে মাথা নাড়ে • খাবার ধরতে চায় • মুখ বন্ধ করে রাখে • খেলনা নিয়ে খেলে • মুখ ঘুরিয়ে রাখে • খাবার মুখ থেকে ফেলে দেয় • দৌড়ঝাপ করে • হাঁটাইটি করে 	<ul style="list-style-type: none"> • মা অনবরত কথা বলেন। যেমন: • কণ্ঠস্বর নরম রাখেন। • উচ্চস্বরে কথা বলেন। • শিশুকে খাবারের জন্য বার বার ডাকেন • বকা দিয়ে খাওয়ান • গল্প বলেন • রাগ অথবা বিরক্ত হয়ে চিৎকার করেন • প্রশংসাসূচক শব্দ ব্যবহার করেন। যেমন: • বিভিন্ন জিনিস দিবে বলে লোভ দেখান। যেমন: • ছবির বই দেখান • বেড়াতে নিয়ে যাবে বলেন 	<ul style="list-style-type: none"> • মুখে বিভিন্ন ধরণের শব্দ করে। যেমন: গাড়ির শব্দ • কান্না করে • চিৎকার করে • নিজের হাতে খেতে চায় • না দিলে বিরক্ত হয় • জোর করলে কান্না করে • নিজের পছন্দমত খাবার খেতে চায় • শিশুরা চিপস অথবা অন্য কোন খাবার খেতে চায় • শিশু চানাচুর খেতে চায় • শিশু নিজেই খাবারের কথা বলে • খাবারের নাম জিজ্ঞাস করে • খেতে খেতে মার সাথে কথা বলে

	<ul style="list-style-type: none"> ● পছন্দমত খাবার দেন ● তাড়াছড়ো করেন ● চড়ু অথবা পিঠে থাপ্পর দেন 	<ul style="list-style-type: none"> ● খেলতে খেলতে খায় ● শিশু চেয়ারে, টেবিলের উপর উঠানামা করতে করতে খায় ● মুখের খাবার শেষ হলে হাঁ করে 	<ul style="list-style-type: none"> ● পুলিশের অথবা ভুতের ভয় দেখান 	<ul style="list-style-type: none"> ● একটু খেয়ে বলে
খাবার খাওয়ানো	<ul style="list-style-type: none"> ● লাঠির ভয় দেখান ● মা খেতে সাহায্য করেন ● মা ভাত নিজের হাতে খাওয়ান ● শিশুর পছন্দমত খাবার দিয়ে উৎসাহিত করেন 	<ul style="list-style-type: none"> ● এক জায়গায় বসে নিজে হাতে নিয়ে খায় ● ঘোরাফেরা করে খায় 	<ul style="list-style-type: none"> ● খাব না বললে মা নরমসুরে তাকে খেতে বলেন ● শিশু "খেলে শক্তি হবে" এসব বলে খাওয়ানোর চেষ্টা করেন ● খাবারের নাম বলে খাওয়ান ● মা জোর করেন না, বিকল্প খাবারের কথা বলেন 	<ul style="list-style-type: none"> ● শিশু মার সাথে ন

পর্যবেক্ষণ চেকলিস্ট (তিন বছরের শিশুর মায়ের জন্য)

কোড নং:

সেশনের নাম	অমৌখিক যোগাযোগ (body gesture, sign language, touch, facial expression, eye contact etc.)		মৌখিক যোগাযোগ (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	মা কী করেন	শিশু কী করে	মা কী করেন	শিশু কী করে
খেলা করা (২০ মিঃ)	<ul style="list-style-type: none"> খেলা ভেঙে গেলে মারেন লুকোচুরি খেলেন দামী খেলনা নষ্ট হওয়ার ভয়ে সরিয়ে রাখেন মা খেলতে দিয়ে অন্য কাজে ব্যস্ত হয়ে পড়েন চোখে ইশারা করেন মা গাড়ি দিয়ে খেলতে উৎসাহিত করেন মা পুতুল দিয়ে খেলতে উৎসাহিত করেন মা হাঁড়ি-পাতিল দিয়ে খেলতে উৎসাহিত করেন 	<ul style="list-style-type: none"> হাসে খিল খিল করে হাসে হাত-পা ছুঁড়ে খেলা করে খেলা নিয়ে খেলে মার দিকে বারে বারে তাকায় মার সাথে লুকোচুরি খেলে খেলার জন্য মার হাত ধরে টানাটানি করে খেলা নিয়ে একাই খেলে না খেলতে দিলে হাত পা ছুঁড়ে খেলা ছুঁড়ে ফেলে দেয় বিভিন্ন জিনিসকে খেলনা বানিয়ে খেলে 	<ul style="list-style-type: none"> বিভিন্ন জিনিসের নাম বলেন রঙ, ছোট অথবা বড় বলেন ছবির বই দেখান গল্প বলেন ছড়া বলেন প্রশংসাসূচক শব্দ ব্যবহার করেন যেমন: খেলায় উৎসাহিত করেন যেমন: খেলা ভেঙে ফেললে বকাঝকা করেন খেলা গুছিয়ে রাখতে বলেন কী খেলবে জিজ্ঞাস করেন 	<ul style="list-style-type: none"> অনেক কথা বলে কাটুর্নের চরিত্রের মত করে খেলে পছন্দের খেলনা চায় বাইরে গিয়ে খেলতে চায় খেলার সময় চিৎকার করে কথা বলে অথবা গুন গুন করে গান করে ছড়া বলে খেলার সময় বিভিন্ন ধরনের শব্দ করে। যেমন: বিভিন্ন রং এর নাম বলে খেলার সময় মজার মজার কথা বলে

সেশনের নাম	অমৌখিক যোগাযোগ (body gesture, sign language, touch, facial expression, eye contact etc.)		মৌখিক যোগাযোগ (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	মা কী করেন	শিশু কী করে	মা কী করেন	শিশু কী করে
খেলা করা (২০ মিঃ)	<ul style="list-style-type: none"> সব খেলনা নিয়ে খেলতে দেন শিশুকে খেলতে দিয়ে মা রান্না করতে চলে যান 	<ul style="list-style-type: none"> খেলা শেষে খেলনা গুছিয়ে রাখে খেলনা খুলে খুলে বিভিন্ন জিনিস উদঘাটন করতে চায় মায়ের অনুকরণ করে খেলনা দিয়ে খেলে মায়ের উপস্থিতিতে বেশি খেলা করে গাড়ি নিয়ে খেলে পুতুল নিয়ে খেলে হাঁড়ি-পাতিল নিয়ে খেলে লাফ দিতে দিতে ঘরের একপাশ থেকে অন্য পাশে যায় ছুটোছুটি করে খেলে লোগো দিয়ে খেলে মেঝের উপর লাফ দেয় একটু পর পর খেলার সময় হাটাহাটি করে শিশুর বোন খেলনা গুছিয়ে রাখে মার কাছে বারে বারে আসে ভাই/ বোনের খেলা দেখে 	<ul style="list-style-type: none"> কোন খেলনা পছন্দ তা জানতে চায় কথা না শুনলে খেলতে দেয় না বেশি সময় খেলতে দিতে চান না বিরক্ত করলে মা বকা দেন অনেক সময় নিয়ে খেলেন কথা বলেন 	<ul style="list-style-type: none"> খেলনা দেখে বিভিন্ন জিনিসের আকৃতি বলে চিহ্নিত করে খেলার সময় ভাই/ বোনের সাথে কথা বলে বিভিন্ন শব্দ করে খেলা করে আন, আন শব্দ করে মার কাছে যেয়ে অনেক কথা বলে মার কাছে নানা প্রশ্ন করে ভাই/ বোনের সাথে কথা বলে শব্দ করে ঘরের একদিক থেকে আরেকদিকে যায় অনেক শব্দ করে

পর্যবেক্ষণ চেকলিস্ট (তিন বছরের শিশুর মায়ের জন্য)

কোড নং:

সেশনের নাম	অমৌখিক যোগাযোগ (body gesture, sign language, touch, facial expression, eye contact etc.)		মৌখিক যোগাযোগ (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	মা কী করেন	শিশু কী করে	মা কী করেন	শিশু কী করে
টয়লেটিং করা ও ঘুম পাড়ানো (২০ মি: + ২০ মি:)	<ul style="list-style-type: none"> হঠাৎ প্রসাব অথবা পায়খানা করলে বিরক্ত হন মা টয়লেটে নিয়ে যান মা পটি দেন পটিতে বসিয়ে মা অন্য কাজে ব্যস্ত হয়ে পড়েন মা শিশুর টয়লেটের পর ধুয়ে দেন/ পরিস্কার করে দেন চোখ-মুখ শুষ্ক করেন পায়ে দুলিয়ে ঘুম পাড়ান ঘুমের সময় মা বিছানায় নিয়ে যান গায়ে হাত বুলান বুকে রাখেন চুমু দেন শিশুর সাথে দুইমি করেন মা ঘুরে ঘুরে ঘুম পাড়ান 	<ul style="list-style-type: none"> প্রসাব/ পায়খানা ধরলে উসখুশ করে যত্রতত্র প্রসাব/ পায়খানা করে মার মনোযোগ পেতে চায় কাপড় নষ্ট করে মার দিকে তাকায় উচ্চ শব্দে জেগে ওঠে কেঁপে ওঠে জেগে গেলে মাকে খুঁজে শিশু নিজেই টয়লেটে যায় শিশু অনেক সময় টয়লেট চেপে রাখে (বিশেষত খেলার সময়) মা পাশ থেকে উঠে গেলে শিশু জেগে যায় ঘুম থেকে উঠে মন খারাপ থাকে বিরক্তি প্রকাশ করে শিশু পটিতে টয়লেট করে 	<ul style="list-style-type: none"> নরম স্বরে কথা বলেন যেমন: উচ্চ স্বরে কথা বলেন যেমন: ঘুমপাড়ানী গান গায় প্রশংসা করেন মা প্রসাব/ পায়খানার কথা জিজ্ঞাস করেন সময়মত ঘুমাতে যেতে বলেন গল্প বলেন ছড়া বলেন সময়মত ঘুমাতে যেতে পেলে মা বলে এখন তুমি ঘুমাবে 	<ul style="list-style-type: none"> মাকে ডাকে কান্না করে চিৎকার করে না, না, বলে ঘুম ভাঙলে কেঁদে ওঠে ঘুম থেকে উঠে হাসে মার সাথে গল্প করতে চায় টয়লেট পেলে মাকে বলে টয়লেট করতে করতে গান করে/ শব্দ করে টয়লেট করা হলে মাকে ডাকে

Observation Checklist (For the mother of 3 year old children)

Name of the Child Code No

AgeGender.....

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
Bathing and dressing (20 minutes)	<ul style="list-style-type: none"> • Arrange the things necessary for bathing • Use warm water for bathing • Put soap • Massage oil • Play with hands and legs • Ask the child to come near by waving hand • Give toys in hand • Kiss • Caress • Take to the breast • Take to the lap • Keep smiling face 	<ul style="list-style-type: none"> • Get ready to bathe alone • Play taking toys in hand • Try to keep the mother's hands away • Play with water • Throws hands and legs • Want to use soap/shampoo alone • Try to push the mother away • Want to wipe body alone • Start leaping and jumping once dressed 	<ul style="list-style-type: none"> • Call the child for bathing • Insist the child to finish bathing quickly • Wipe the body and talk with the child • Scold • Call being annoyed • Massage oil/powder/lotion and talk. Like.... • Talk in soft tone • Talk at high pitch • Tell story • Recite rhyme/sing 	<ul style="list-style-type: none"> • Insist mother for bathing • Do not want to bathe • Want to bathe alone • Cry • Shout • Say...no...no • Do not want to massage oil/powder/lotion • Want to be dressed by own choice • Want to wipe alone • Talk with the mother. Like..... • Ask so many questions. Like:

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
	<ul style="list-style-type: none"> • Get annoyed • Give a wink by the eyes • Keep her body relaxed • Show anger • Comb hair 	<ul style="list-style-type: none"> • Listen to what the mother says and follow instruction • Bathe sitting on a stool 	<ul style="list-style-type: none"> • Talk with the child 	When will I bathe? <ul style="list-style-type: none"> • Insist mother to be dressed
Bathing and dressing up				

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
Feeding (20 minutes)	<ul style="list-style-type: none"> • Prepare food • Feed with spoon • Feed with hand • Give toys in hand • Feed forcefully • Feed taking to laps • Keep smiling face • Get annoyed • Feed taking the child around home • Keep the body soft • Call the child showing food • Act in such a way so that the child thinks that the food is very tasty • Show anger in eyes • Become stiff • Slap • Give the food that the child likes 	<ul style="list-style-type: none"> • Want to eat while watching cartoon or TV • Throw hands and legs • Take much time in eating • Keep the food in mouth for long • Vomit • Wave head indicating unwillingness in eating • Want to hold food • Keep the mouth closed • Play with toys • Keep the face off the food • Throw away food after taking in the mouth 	<ul style="list-style-type: none"> • Talk continuously. Like: • Keep the voice soft • Talk in high tone • Call the child repeatedly for having food • Feed after scolding • Tell story • Shout being annoyed or angry • Use words of appraisal. Like: • Allure saying that you will be given many things. Like: • Show picture books • Tell that that you will be taken to visit some places 	<ul style="list-style-type: none"> • Make different types of sound by mouth. Like: sound of car • Cry • Shout • Want to eat alone using own hand • Get annoyed if not given • Want to eat food of own choice • Want to eat chips or other kind of food • Want to eat crispy chanachur • Look for food by it self • Ask the name of the food • Talk with mother while eating • Does not want to continue eating after

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
	<ul style="list-style-type: none"> • Make hurry • Slap or beat on the back • Threaten of sticks • Help child eat alone • Feed the child • Encourage the child giving the food that it likes 	<ul style="list-style-type: none"> • Leap and jump • Walk around • Eat while playing • Get up and down in chair and table while eating • Open mouth when food is finished • Eat using own hand sitting at a place • Eat while roaming 	<ul style="list-style-type: none"> • Give it fear of police or ghost • Softly ask the child to eat if it does not want to have food • Try feeding saying that the food will give strength and power • Does not insist for eating rather thinks of alternative food 	<ul style="list-style-type: none"> • having a little • Talk with mother in soft voice
Playing (20 Minutes)	<ul style="list-style-type: none"> • Beat if the child breaks any toy • Play hide and seek • Keep costly toys away from the child fearing that they can be broken • Get busy giving the child to play • Make a wink by the eyes 	<ul style="list-style-type: none"> • Smile • Laugh • Play by throwing hands and legs • Play with toys • Stare at mother again and again • Play hide and seek with mother • Pull mothers hands for playing 	<ul style="list-style-type: none"> • Tell names of different things • Introduce small-large, colour • Show picture book • Tell stories • Recite rhymes • Use word of appraisal. Like: • Inspire to play. Like: • Scold if breaks toys 	<ul style="list-style-type: none"> • Talk a lot • Ply like cartoon characters • Want the toys of choice • Want to play outside of home • Shout while playing • Talk or sing in a low tone • Sing

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
	<ul style="list-style-type: none"> • Encourage the child to play with cars • Encourage the child to play with dolls • Encourage the child to play with cookerries • Give all toys to play • Go for cooking leaving the child play alone 	<ul style="list-style-type: none"> • Play alone with the toys • Throw hands and legs if not given to play • Throw away toys • Play making other things as toys • Keep the toys in right place after playing • Want to discover dismantling the toys • Play imitating the mother • Play much in presence of the mother • Play with toys • Play with dolls • Play with cookerries • Leap and go from one side to the other 	<ul style="list-style-type: none"> • Ask the child to keep the toys arranged • Want to know which toy is favorite to the child • Does not let the child play if it does not listen to what she says • Does not let the child play for a long time • Scold if the child annoys her • Play with the child for a long time • Talk with the child 	<ul style="list-style-type: none"> • Recite rhymes • Make different sound during playing. Like: kong kong kong, lee lee lee • Tell the name of different color • Say funny word while playing • Relate toys with different shapes • Talk with brother/sister while playing • Play making different sound • Make sound like aan aan • Ask many question to the mother • Talk with brother/sister

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
		side of a room • Play running to and fro • Play with blocks/logo • Jump on the floor after every few moments • Walk around during playing • The sister of the child keeps the toys arranged • Come to mother again and again • Observe brother/sister playing		• Go from one side to the another side of the room making sound • Make loud sound

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
Toileting and Sleeping (20 minutes + 20 minutes)	<ul style="list-style-type: none"> • Get annoyed if it toilets all on a sudden • Take it to the toilet • Give the toileting pot • Get busy making after keeping the child sit on the pot • Wash/clean the child after toileting • Keep face and eyes stiff • Cradle it on legs to make it sleep • Take it to bed at the time of sleeping • Caress child's body • Take it on the chest • Kiss • Play a prank with the child 	<ul style="list-style-type: none"> • Show discomfort if it feel toilet pressure • Toilet at anywhere • Want to draw mother's attention • Stare at mother after toileting in cloth • Wake up at loud sound • Shiver • Look for mother if awaken • Go to toilet alone • Keep the toilet pressure concealed often (especially during playing) • Get awaken if the mother get up from its side 	<ul style="list-style-type: none"> • Talk in soft voice. Like: • Talk in loud voice. Like: • Sing lullaby • Praise the child • Ask the child if it wants to toilet • Ask the child to go to sleep in time • Tell story • Recite rhyme • Say its time for sleeping 	<ul style="list-style-type: none"> • Call the mother • Cry • Shout • Say..no..no • Cry if get awaken • Laugh after getting awaken • Want to gossip with mother • Tell mother if feels toilet pressure • Sing/make sound while toileting • Call the mother after toileting is done

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
	<ul style="list-style-type: none"> • Make it sleep by taking in the lap and moving around 	<ul style="list-style-type: none"> • Feel sad after getting up from sleep • Show annoyance • Toilet in the pot 		

Appendix D Observation Checklist for 5 year old Children (Bangla and English)

পর্যবেক্ষণ চেকলিস্ট (পাঁচ বছরের শিশুর মায়ের জন্য)

শিশুর নাম: কোড নং:

বয়স: লিঙ্গ:

সেশনের নাম	অ-মৌখিক (body gesture, sign language, touch, facial expression, eye contact etc.)		মৌখিক (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	মা কী করে	শিশু কী করে	মা কী করে	শিশু কী করে
গোসল ও কাপড় পড়ানো (২০ মিঃ)	<ul style="list-style-type: none"> গোসলের আনুষঙ্গিক গুছিয়ে নেয় শিশুকে হাত নেড়ে কাছে ডাকেন জামা কাপড় খুলে দেন তেল মাখান চোখে ইশারা করেন বিরক্ত হন সাবান, শ্যাম্পু মা দিয়ে দেন কাপড় পড়িয়ে দেন চুল আঁচড়ে দেন পাউডার, লোশন অথবা তেল মাখিয়ে দেন গরম পানি দিয়ে গোসল করান মা গোসল করতে দিয়ে অন্য কাজ করেন 	<ul style="list-style-type: none"> নিজেই গোসলের জন্য তৈরি হয় হাত-পা ছুঁড়ে পানি নিয়ে খেলা করে মার সাথে পানি ছুঁড়ে খেলা করে অনেক সময় নিয়ে গোসল করে নিজে সাবান বা শ্যাম্পু দিতে চায় মাকে ঠেলে সরিয়ে দিতে চায় নিজেই গাঁ মুছে কাপড় পড়ানোর সময় দৌড় ঝাঁপ করে নিজে নিজে গোসল করে নিজে নিজে জামা-কাপড় খুলে নিজেই সাবান/ শ্যাম্পু লাগায় শিশু গোসল করতে করতে আবার 	<ul style="list-style-type: none"> গোসল করার জন্য ডাকেন মা গোসল করার জন্য বারবার বলেন মা তাড়াতাড়ি গোসল শেষ করার জন্য তাগিদ দেন মা গাঁ মুছে দেয় ও কথা বলেন গোসলের সময় মা বিভিন্ন ধরণের নির্দেশনা দেন মা বলে এবার জামা পড়ো মা শিশুকে লোশন দিতে বলে মা শিশুর পছন্দমত জামা পড়তে দেন/ দেন না মা বলে দেন কোন জামাটা পড়তে হবে 	<ul style="list-style-type: none"> শিশু নিজেই তাঁর গোসলের মাকে তাগিদ দেয় গোসল করবে না বলে একা একা গোসল করতে চায় নিজের পছন্দমত জামা পড়তে চায় পাউডার/ লোশন/ তেল লাগাতে চায়/ চায় না গোসলের সময় গান করে, বলে গোসল করে আর বলে দেখাবো দিব না গোসল করে ও মার সাথে অনবরত কথা বলে

	<ul style="list-style-type: none"> • মা দাঁড়িয়ে থেকে শিশুকে গোসল করান • 	<p>ঘরে আসে আবার বাথরুমে যায়</p> <ul style="list-style-type: none"> • শিশু টাওয়াল জড়িয়ে গোসল থেকে বেরিয়ে আসে • শিশু চুপ করে থাকে 	<ul style="list-style-type: none"> • মা বলে তুমি একা গোসল কর • মাথায় বেশি করে পানি দাও • শিশুকে নিজে গোসল করার জন্য উৎসাহিত করেন • গোসলে দেরি হলে মা ধমক দেন • শিশুর গাঁ মুছতে মুছতে গল্প বলেন • ঠাণ্ডা লাগবে বলে তাগিদ দেন • ঠাণ্ডা লেগে অসুস্থ হলে ডাক্তারের কাছে নেবেন না বলেন 	<ul style="list-style-type: none"> • মায়ের পছন্দমত জামা পড়ে
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পর্যবেক্ষণ চেকলিস্ট (পাঁচ বছরের শিশুর মায়ের জন্য)

কোড নং

সেশনের নাম	অ-মৌখিক (body gesture, sign language, touch, facial expression, eye contact etc.)		মৌখিক (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	মা কী করে	শিশু কী করে	মা কী করে	শিশু কী করে
খাবার খাওয়ানো (২০ মিঃ)	<ul style="list-style-type: none"> খাবার প্রস্তুত করেন শিশুকে খাবার দেখিয়ে কাছে ডাকেন খাবার মজা এমনভাবে করেন মুখ-চোখ শক্ত করে ফেলেন থাপ্পর দেখান পছন্দমত খাবার দেন মা খেতে দিয়ে অন্য কাজ করেন হাঁটাহাটি করেন অন্য জায়গায় বসে থাকেন মা খাইয়ে দেন খেলনা হাতে দেন জোর করে খাওয়ান 	<ul style="list-style-type: none"> শিশু কার্টুন অথবা টিভি দেখতে দেখতে খায় হাত-পা ছুঁড়ে খাবার সময় অনেক সময় লাগে খাবার মুখে জমিয়ে রাখে বমি করে/ মুখ থেকে ফেলে দেয় খাবে না বলে/ মাথা নাড়ে খাবার ধরতে চায় মুখ বন্ধ করে রাখে শিশু নিজে চামচ দিয়ে খায় নিজেই ভাত খায় শিশু নিজে পানি ঢেলে খায় খাওয়া শেষ করে নিজেই হাত ধুয়ে নেয় ঘরময় দৌড়ায় টেবিলের নিচে ঢুকে পড়ে 	<ul style="list-style-type: none"> শিশুকে খাবারের জন্য বার বার নরমস্বরে/ রাগতস্বরে ডাকেন গল্প বলেন ছবির বই দেখান বকা দিয়ে খাওয়ান তাড়াহুড়ো করেন রাগ অথবা বিরক্ত হয়ে চিৎকার করে কোন কিছু দিবে বা বেড়াতে নিয়ে যাবে বলেন চড় অথবা পিঠে থাপ্পর দেন লাঠির ভয় দেখান পুলিশের অথবা ভুতের ভয় দেখান খাবার কেউ খেলবে তা বলে ভয় দেখান খেলে চকলেট অথবা 	<ul style="list-style-type: none"> নিজের হাতে খেতে চায় না দিলে বিরক্ত হয় জোর করলে কান্না করে নিজের পছন্দমত খাবার খেতে চায় শিশুরা চিপস অথবা অন্য খাবার খেতে চায় পিঠা খেতে পছন্দ করে একটু পর পর পছন্দের খাবার খায় খাবারের জন্য প্লোট চায় খাবার মজা হয়েছে বলে বিদ্রোহ করে গল্প করে মার সাথে অনেক কথা বলে প্রশ্ন করে ভাই/ বোনের সাথে কথা বলে

		<ul style="list-style-type: none"> • দুষ্টিমি করে • খাবার সময় যে কোন খেলনা নিয়ে দেখে/ নাড়েচাড়ে 	<p>আইসক্রীম কিনে দেওয়ার কথা বলেন</p> <ul style="list-style-type: none"> • প্লেটে অথবা বাটিতে খাবার দিয়ে ডাকেন • কী দিয়ে খাবে জিজ্ঞেস করেন • টেবিলে বসে খেতে বলেন • না খেতে চাইলে কেন খেল না জানতে চান • না খেলে মারবেন বলেন • ভাই/ বোনের কথা বলে খাওয়ান 	<ul style="list-style-type: none"> • অন্য খাবার খেতে চায়
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পর্যবেক্ষণ চেকলিস্ট (পাঁচ বছরের শিশুর মায়ের জন্য)

কোড নং

সেশনের নাম	অ-মৌখিক (body gesture, sign language, touch, facial expression, eye contact etc.)		মৌখিক (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	মা কী করে	শিশু কী করে	মা কী করে	শিশু কী করে
খেলা করা (২০ মিঃ)	<ul style="list-style-type: none"> খেলা ভেঙে গেলে বকেন অথবা মারেন দামী খেলনা নষ্ট হওয়ার ভয়ে সরিয়ে রাখেন/ দেন মা শিশুর সাথে খেলেন মা খেলতে দিয়ে অন্য কাজে ব্যস্ত হয়ে পড়েন চোখে নিষেধ করেন মা গাড়ি দিয়ে খেলতে উৎসাহিত করেন মা পুতুল দিয়ে খেলতে উৎসাহিত করেন মা হাঁড়ি-পাতিল দিয়ে খেলতে উৎসাহিত করেন শিশু খেলার সময় মা নজর রাখেন 	<ul style="list-style-type: none"> খেলার জন্য মার হাত ধরে টানাটানি করে খেলা নিয়ে একাই খেলে না খেলতে দিলে হাত পা ছুঁড়ে খেলা ছুঁড়ে ফেলে বিভিন্ন জিনিসকে খেলনা বানিয়ে খেলে খেলা শেষে খেলনা গুছিয়ে রেখে কিছুক্ষণ খেলে খেলনা ভেঙে ফেলে খেলনা খুলে খুলে বিভিন্ন জিনিস উদঘাটন করতে চায় মায়ের অনুকরণ করে খেলনা দিয়ে খেলে মায়ের উপস্থিতিতে বেশি খেলা করে গাড়ি নিয়ে খেলে পুতুল নিয়ে খেলে হাঁড়ি-পাতিল খেলে 	<ul style="list-style-type: none"> খেলা ভেঙে ফেললে বকাঝকা করে খেলা গুছিয়ে রাখতে বলে কী খেলবে জিজ্ঞেস করে কোন খেলনা পছন্দ তা জানতে চায় কথা না শুনলে খেলতে দেন না বেশি সময় খেলতে দিতে চান না গান করে ছড়া বলেন পছন্দের খেলনা দেন মা বকা দেন খেলার সময় চিৎকার করলে মা ধমক দেন মা হেসে হেসে কথা বলেন 	<ul style="list-style-type: none"> কাটুর্নের চরিত্রের মত করে পছন্দের খেলনা চায় বাইরে গিয়ে খেলতে চায় খেলার সময় চিৎকার করে কথা বলে অথবা গুন গুন করে গান করে ছড়া আওড়ায় বেশি সময় খেলা করে খেলনার ধরণ অনুযায়ী শব্দ করেন ছবির বই দেখে কথা বলে খেলার সময় উচ্চস্বরে হাসে

		<ul style="list-style-type: none">• পাজুল নিয়ে খেলে• বল নিয়ে খেলে ও গণনা করে• পুতুল জড়িয়ে ধরে শুয়ে শুয়ে খেলে		
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পর্যবেক্ষণ চেকলিস্ট (পাঁচ বছরের শিশুর মায়ের জন্য)

কোড নং

সেশনের নাম	অ-মৌখিক (body gesture, sign language, touch, facial expression, eye contact etc.)		মৌখিক (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	মা কী করে	শিশু কী করে	মা কী করে	শিশু কী করে
টয়লেটিং ও ঘুম পাড়ানো (২০ মিঃ+ ২০ মিঃ)	<ul style="list-style-type: none"> • মা টয়লেটে নিয়ে যান • স্কুলে/ বাইরে যাওয়ার আগে টয়লেট করবে কিনা জেনে নেন • ঘুমের সময় মা বিছানায় নিয়ে যান • গায়ে হাত বুলাান • বুকে রাখেন • চুমু দেন • দুইমি করেন • জোর করে ঘুম পাড়ান • শিশু ঘুমাতে চায় না • মা জোর করেন না • দুপুরে ঘুমায় না • মা ঘুমাতে নিয়ে যান 	<ul style="list-style-type: none"> • শিশু নিজেই টয়লেটে যায় • শিশু অনেক সময় টয়লেট চেপে রাখে (বিশেষত খেলার সময়) • মা পাশ থেকে উঠে গেলে শিশু উঠে যায় 	<ul style="list-style-type: none"> • মা প্রসাব/পায়খানার কথা জিজ্ঞেস করেন • সময়মত ঘুমাতে যেতে বলেন • গল্প বলেন • ছড়া বলেন • ঘুম পাড়ানী গান করেন • মজার মজার কথা বলেন 	<ul style="list-style-type: none"> • শিশু নিজেই টয়লেট করার মাকে বলে • শিশু ঘ্যান ঘ্যান করে • ঘুমাতে চায় না • মাকে ছাড়া ঘুমাতে চায় না • মাকে সাথে নিয়ে ঘুমাতে চায়

Observation Checklist (For the mother of 5 year old child)

Name of the Child Code No

AgeGender.....

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
Bathing and dressing (20 minutes)	<ul style="list-style-type: none"> • Arrange the things necessary for bathing • Ask the child to come near by waving hand • Undress the child • Massage oil • Give a wink by the eyes • Get annoyed • Message soap and shampoo • Dress the child • Comb hair • Massage powder, 	<ul style="list-style-type: none"> • Get ready to bathe alone • Throw hands and legs • Play with water • Play with mother throwing water • Take long time in bathing • Want to use soap/shampoo alone • Try to push the mother away • Want to wipe body alone 	<ul style="list-style-type: none"> • Call the child for bathing • Summon repeatedly to bathe • Insist the child to finish bathing quickly • Wipe the body and talk with the child • Give different type of instruction during bathing • Ask the child to wear cloth • Ask the child to 	<ul style="list-style-type: none"> • Insist mother for bathing • Do not want to bathe • Want to bathe alone • Want to be dressed by own choice • Do not want to massage oil/powder/lotion • Sing and recite while bathing • Bathe and tell that he will not let anybody see

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
	lotion or oil • Use warm water for bathing • Go off to do other works leaving the child bathing alone • Bathe the child standing near	• Start leaping and jumping while being dressed • Bathe alone • Put off dress alone • Message soap/shampoo alone • Come out of bathroom into the room and do the reverse again and again while bathing • Come out of the bathroom wearing a towel • Remain silent	massage lotion • Does not let the child wear dress according to its own choice • Instruct the child wear a particular dress • Ask the child to bathe alone • Ask the child to pour much water on the head • Encourage the child to bathe alone • Scold if the child do late in bathing • Tell story while wiping body • Warn that the child will catch cold if it does late • Tell "I will not take	• Bathe and talk with mother continuously • Does not wear dress according to mothers choice

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
			you to the doctor if you catch cold”	
Feeding (20 minutes)	<ul style="list-style-type: none"> • Prepare food • Summon the child showing food • Act in such a way so that the child thinks that the food is very tasty • Make the face and eye stiff • Show slap • Give the food that the child likes • Go off to do other works leaving the child be fed alone • Walk around • Sit in some other place • Feed the child 	<ul style="list-style-type: none"> • Want to eat while watching cartoon or TV • Throw hands and legs • Take much time in eating • Keep the food in mouth for long • Vomit/throw away food from mouth • Wave head indicating unwillingness in eating • Want to hold food • Keep the mouth closed • Eat using the spoon alone • Eat rice alone • Pour and drink water 	<ul style="list-style-type: none"> • Talk continuously. Like: • Keep the voice soft • Talk in high tone • Call the child repeatedly for having food • Summon the child softly/harshly for feeding • Tell story • Show picture books • Feed after scolding • Do hurry • Shout being annoyed or angry • Allure saying that you 	<ul style="list-style-type: none"> • Want to eat alone using own hand • Get annoyed if not given • Want to eat food of own choice • Want to eat chips or other kind of food • Like to eat cakes • Eat favorite food in every now and then • Want plate for having food • Make different sound expressing that the food is tasty • Gossip • Talk a lot with mother

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
	<ul style="list-style-type: none"> • Give toys in hand • Feed forcefully 	<p>alone</p> <ul style="list-style-type: none"> • Wash hand alone after finishing eating • Run all across the room • Hide under the table • Do pranks • Play with toys and see and handle them while playing 	<p>will be given many things or taken to visit some places</p> <ul style="list-style-type: none"> • Slap or beat on the back • Give it fear of sticks • Give it fear of police or ghost • Threaten by saying that the food will be eaten by someone else • Allure of chocolate or ice-cream • Summon after giving food in plates or bowls • Ask the child what it wants to have with rice • Ask the child to eat sitting at table • Want to know the reason if denies to eat 	<ul style="list-style-type: none"> • Ask questions • Talk with brother/sister • Want to eat other food

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
			<ul style="list-style-type: none"> • Threaten of beating if denies • Feed telling about brothers and sisters 	
Playing (20 Minutes)	<ul style="list-style-type: none"> • Scold or beat if the child breaks any toy • Keep costly toys away from the child fearing that they can be broken • Play with the child • Get busy giving the child to play • Forbid by the wink of eyes • Encourage the child to play with cars • Encourage the child to play with dolls • Encourage the child to play with cookerries 	<ul style="list-style-type: none"> • Pull mothers hands for playing • Play alone with the toys • Throw hands and legs if not given to play • Throw away toys • Play making other things as toys • Keep the toys in right place after playing • Break the toys after playing for a while • Play imitating the mother • Play much in presence 	<ul style="list-style-type: none"> • Scold if breaks toys • Ask the child to keep the toys arranged • Ask the child what it wants to play • Want to know which toy is favorite to the child • Does not let the child play if it does not listen to what she says • Does not let the child play for a long time • Sing • Recite rhymes • Give interesting games 	<ul style="list-style-type: none"> • Ply like cartoon characters • Want the toys of choice • Want to play outside of home • Shout while playing • Talk or sing in a low tone • Sing • Recite rhymes • Play for a long time • Make sound according to the nature of play • Talk with picture books

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
	<ul style="list-style-type: none"> Observe the child during playing 	<ul style="list-style-type: none"> of the mother Play with cars Play with dolls Play with cookeries Play with puzzles Play and count with the ball Play lying and grabbing dolls 	<ul style="list-style-type: none"> Scold Rebuke if shouts during playing Smile while talking with the child 	<ul style="list-style-type: none"> Laugh loudly during playing
Toileting and Sleeping (20 minutes + 20 minutes)	<ul style="list-style-type: none"> Take the child to the toilet Get to know from the child while going outside whether it will toilet or not Take it to bed at the time of sleeping Caress child's body Take it on the chest Kiss 	<ul style="list-style-type: none"> Go to toilet alone Keep the toilet pressure concealed often (especially during playing) Get awoken if the mother get up from its side 	<ul style="list-style-type: none"> Ask the child if it wants to toilet Ask the child to go to sleep in time Tell story Recite rhyme Sing lullaby Tell funny stories 	<ul style="list-style-type: none"> Tell mother if feels toilet pressure Nags Does not want to sleep Want to sleep with mother

Session	Nonverbal Communication (body gesture, sign language, touch, facial expression, eye contact etc.)		Verbal Communication (speaking, singing, words, quality of voice when using words, tone, tonal quality, pitch etc.)	
	What does the mother do	What does the child do	What does the mother do	What does the child do
	<ul style="list-style-type: none"> • Play a prank with the child • Make it sleep forcefully • Does not force • Take it to bed for sleeping 			

Appendix E Interview Questionnaire

ব্র্যাক বিশ্ববিদ্যালয় শিক্ষা উন্নয়ন ইনস্টিটিউট প্রশ্নমালা

গবেষণার শিরোনাম: বয়স ও লিঙ্গভেদে শহরাঞ্চলে অবস্থানরত শিশুর সাথে বাবা-মার যোগাযোগের ধরণ

গবেষকের নাম: রোকসানা খানম
প্রতিষ্ঠান: শিক্ষা উন্নয়ন ইনস্টিটিউট, ব্র্যাক বিশ্ববিদ্যালয়

১। গোসল ও কাপড় পড়ানো:

- ক) শিশুকে কী গোসলের জন্য ডাকেন-
- বারবার ডাকেন
 - একবার বললেই হয়
 - একেবারেই শোনে না
- খ) শিশু জামা-কাপড় খুলতে না চাইলে কে খোলেন -
- শিশু নিজে জামা খুলে
 - আপনি জামা খুলে দেন
 - আপনি জামা খুলতে সাহায্য করেন
 - জোর করেন
 - বিরক্ত হন
 - অন্য কী করেন :
- গ) গোসলে দেরি করলে কী করেন -
- গোসল দ্রুত শেষ করার জন্য বলেন
 - গোসল থেকে তুলে তাড়াতাড়ি গাঁ মুছে দেন
 - বিরক্ত হন - সবসময়, মাঝে মাঝে, কখনোই না
 - রাগ করেন
 - বকা দেন
- ঘ) গোসলের জন্য শিশু যদি তাগিদ দেয় - তখন কী করেন
- বিরক্ত হন
 - বুঝিয়ে বলেন
 - তৎক্ষণাৎ গোসল করিয়ে দেন
 - কিছুই করেন না
 - অন্য আর কী করেন :
- ঙ) তেল, সাবান, শ্যাম্পু কি সবসময় ব্যবহার করেন/ কখন করেন -
- হ্যাঁ
 - না
 - কখন করেন :
- চ) গোসলের সময়ে শিশুর আচরণ কেমন থাকে -

- লাফায়
- কান্নাকাটি করে/ চিৎকার করে
- পানি নিয়ে দুষ্টমি করে
- একা একা গোসল করতে চায়

২। খাবার খাওয়ানো:

- ক) খেতে না চাইলে কী করেন -
- পরে খাওয়ান
 - গল্প বলে খাওয়ান
 - পছন্দের কিছু করেন
 - জোর করেন
 - বকা দেন
- খ) খাবার মুখ থেকে ফেলে দিলে -
- কিছুক্ষণ খাবার খাওয়ানো বন্ধ রাখেন
 - জোর করে তৎক্ষণাৎ খাওয়ান
 - ঘুরে ঘুরে মন ভুলিয়ে খাওয়ান
 - বিরক্ত হন/ রাগ করেন
 - অন্য কী করেন :
- গ) খাবার সময় ছুটোছুটি করলে -
- সাথে সাথে ছুটে বেড়ান
 - এক জায়গায় বসিয়ে খাওয়ান
 - কাছে এসে খাবার মুখে নিতে ডাকেন
 - আদর করে কাছে ডাকেন
 - বকা দেন
- ঘ) খাবার খেতে চায় না - তখন কী করেন
- নতুন খাবার দেন
 - বুঝিয়ে বলেন
 - খেলনা কিনে দিবেন/ বেড়াতে নিয়ে যাবেন - এসব বলেন
 - কিছুই করেন না
 - অন্য আর কী করেন :
 -
- ঙ) খাবার ছিটিয়ে ফেললে আপনি কী করেন -
- বুঝিয়ে বলেন
 - রাগ করেন
 - মার দেন
 - কিছুই বলেন না
 - অন্য আর কী করেন :
- চ) নির্দিষ্ট সময়ে খাওয়ান -
- হ্যাঁ
 - না

- হ্যা
- না
- কীভাবে প্রকাশ করে :-

জ) শিশু ক্ষুধা লেগেছে কিনা তা কি জানতে চান? -

- হ্যা
- না

ঝ) খাবার দীর্ঘ সময় নিয়ে খাওয়ান -

- হ্যা
- না
- সবসময় না

৩। খেলা করা:

ক) শিশুর সাথে খেলতে পছন্দ করেন -

- হ্যা
- না
- সময় পাই না
- সবসময় না

খ) শিশু পছন্দের খেলনা চাইলে কী করেন -

- সাথে সাথে দিয়ে দেন
- সাবধানে খেলতে বলেন
- ভেঙে ফেলার ভয়ে খেলনা দেন না
- বিরক্ত হন/ রাগ করেন
- অন্য কী করেন :

গ) শিশুর সাথে কোন সময় বেশি খেলেন -

- দিনের বেলা
- ঘুমানোর আগে
- গোসলের সময়
- খাওয়ানোর সময়
- শিশুর প্রয়োজনে

ঘ) শিশু খেলনা ভেঙে ফেললে -

- বুঝিয়ে বলেন
- বকা দেন
- কিছুই করেন না
- অন্য আর কী করেন :

ঙ) শিশু কী চায় তা কি বুঝতে পারেন -

- হ্যা

- চ) শিশুকে খেলতে দিয়ে অন্য কাজে ব্যস্ত থাকেন
- হ্যা
 - না
 - মাঝে মাঝে
 - কখনই না

- ছ) শিশু একা একা খেলে/ খেলতে পছন্দ করে
- হ্যা
 - না
 - মাঝে মাঝে

- জ) শিশু সবসময় খেলতে চায় কিনা -
- হ্যা
 - না
 - মাঝে মাঝে

- ঝ) শিশু দীর্ঘ সময় খেলতে চাইলে কী করেন -
- বকা দেন
 - বুঝিয়ে বলেন
 - মাঝে মাঝে খেলতে দেন
 - সবসময় খেলতে দেন

৪। টয়লেটিং ও ঘুম পাড়ানো

- ক) ঘুমাতে না চাইলে কী করেন -
- গায়ে হাত বুলিয়ে দেন
 - গল্প বলেন/ ছড়া বলেন/ গান করেন
 - পায়ে/ কাঁধে দোল দেন
 - পায়চারি করেন
 - শুয়ে শুয়ে ঘুম পাড়ান
 - জোর করেন
 - কিছুই করেন না

- খ) নির্দিষ্ট সময় ঘুম পাড়ান কিনা -
- হ্যা
 - না
 - শিশুর ইচ্ছানুযায়ী

- গ) শিশুর ঘুম পেলে কী করে -
- বিরক্ত করে/ ঘ্যান ঘ্যান করে
 - দুধ খেতে চায়
 - আপনাকে চায়
 - অন্য কাউকে চায়: হ্যা/ না অথবা কাকে চায় :

- ঘ) শিশু যেখানে সেখানে টয়লেট করেন
- বিরক্ত হন/ রাগ করেন
 - অন্য কী করেন :
- ঙ) শিশু একা একা টয়লেট করে -
- হ্যাঁ
 - না
 - মাঝে মাঝে
- চ) শিশুকে নির্দিষ্ট সময়ে টয়লেট করান কিনা -
- সবসময়
 - মাঝে মাঝে
 - কখনই না
 - শিশুর ইচ্ছানুযায়ী
- ছ) শিশু টয়লেট করার আগে আপনাকে জানায় কিনা -
- সবসময়
 - মাঝে মাঝে
 - কখনই না

মায়ের নাম ও স্বাক্ষর:

(স্বাক্ষর করতে না পারলে গবেষণা সহকারি কালি দিয়ে টিপ সহি নিবেন)

গবেষণা সহকারীর নাম ও স্বাক্ষর :

তারিখ:

কোড নং

Research Title: Parental Communication Style as Related to Gender and Age in Urban Settings.

Name of the Researcher: Roxana Khamon

Organization: Institute of Educational Development, BRAC University

1. Bathing and Dressing

- a. Do you call upon the child for bathing?
 - Call repeatedly
 - Calling once is enough
 - Not at all respond
- b. Who undress if the child doesn't want to?
 - The child put off dress by herself
 - Put of the dress
 - Help put off dress
 - Persist
 - Get annoyed
 - Something else
- c. What do you do if the child takes long for bathing?
 - Ask to finish quickly
 - Take off from bathing and wipe the body
 - Get annoyed – always, sometimes, never
 - Get angry
 - Scold
- d. What do you do when the child insist for bathing?
 - Get annoyed
 - Make it understand
 - Instantly bathe
 - Do nothing
 - What else
- e. Do you use oil, soap, shampoo always/never?
 - Yes
 - No
 - When
- f. How does the child behave while bathing?
 - Gets happy
 - Leaps
 - Cries/shouts
 - Plays with water
 - Wants to bathe alone

- a. What do you do if the child doesn't want to eat?
 - Feed later
 - Feed telling stories
 - Do what the child likes
 - Persist
 - Scold
 - b. When the child take out food from mouth, you-
 - Stop feeding for a while
 - Feed forcefully at once
 - Feed taking it around
 - Get annoyed/angry
 - What else
 - c. If the child run during feeding, you-
 - Run with it too
 - Make it sit at a place and feed
 - Call it to come near and take food
 - Call and embrace to feed
 - Scold
 - d. If it doesn't want to eat, you-
 - Give new food
 - Make it understand
 - Say- I will buy you toys/take you out
 - Don't do anything
 - What else
 - e. If throw away food, you-
 - Make it understand
 - Get annoyed
 - Beat
 - Don't say anything
 - What else
 - f. Do you feed in just time?
 - Yes
 - No
 - g. Does the child want to eat if hungry or express in other ways?
 - Yes
 - No
 - How...
 - h. Do you want to know if the child is hungry?
 - Yes
 - No
 - i. Do feed for a long time?
 - Yes
 - No
 - Not always
3. Playing
- a. Do you like to play with the child?
 - Yes
 - No

- Not always
- b. What do you do if the child wants the toys it likes?
 - Give instantly
 - Tell it to play carefully
 - Don't give the toys thinking that it might break them
 - Get annoyed/angry
 - What else-
- c. When do you play more with the child?
 - By day
 - Before sleep
 - At bathing
 - During feeding
 - According to the demand of the child
- d. What do you do if the child breaks toys?
 - Make it understand
 - Scold
 - Don't do anything
 - What else...
- e. Do you understand what the child wants?
 - Yes
 - No
 - Sometimes
- f. Do you work leaving the child play?
 - Yes
 - No
 - Sometimes
 - Never
- g. Does the child like playing alone?
 - Yes
 - No
 - Sometimes
- h. Does the child want to play always?
 - Yes
 - No
 - Sometimes
- i. What do you do if the child wants to play for a long time?
 - Scold
 - Make it understand
 - Let it play sometimes
 - Let it play always

4. Toileting and sleeping

- a. What do you do if the child doesn't want to sleep?
 - Pat on the body
 - Tell stories/rhymes/sing songs
 - Cradle leg and shoulder
 - Walk around

- Persist
 - Don't do anything
- b. Do you make it sleep at a certain time?
- Yes
 - No
 - According to the child's wish
- c. What does the child do when feels drowsy?
- Annoys/nags
 - Wants to take milk
 - Wants you
 - Wants others-yes/no or wants whom.....
- d. What do you do if the child toilets any where?
- Get annoyed/angry
 - What else.....
- e. Does the child toilet alone?
- Yes
 - No
 - Sometimes
- f. Do you toilet the child at the certain time?
- Always
 - Sometimes
 - Never
 - According to the child's wish
- g. Does the child let you know before toileting?
- Always
 - Sometimes
 - Never

Signature of Mother

(Help the mother give fingerprint if she does not know how to sign)

Name and signature of the Research Assistant

Date

Code no.

ব্র্যাক বিশ্ববিদ্যালয়
শিক্ষা উন্নয়ন ইনস্টিটিউট
প্রশ্নমালার জন্য সম্মতি পত্র

গবেষণার শিরোনাম: বয়স ও লিঙ্গভেদে শহরাঞ্চলে অবস্থানরত শিশুর সাথে বাবা-মার
যোগাযোগের ধরণ

গবেষকের নাম: রোকসানা খানম

প্রতিষ্ঠান: শিক্ষা উন্নয়ন ইনস্টিটিউট, ব্র্যাক বিশ্ববিদ্যালয়

গবেষণার উদ্দেশ্য :

ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইনস্টিটিউট গত ২০০৮ সাল থেকে বাংলাদেশের প্রথম শৈশব উন্নয়নে মাস্টার্স কার্যক্রম শুরু করেছে। কার্যক্রমের এই পর্যায় প্রথম ব্যাচের শিক্ষার্থীরা গবেষণামূলক কার্যক্রমে অংশগ্রহণ করছে। এরই ধারাবাহিকতায় আমরা ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইনস্টিটিউট থেকে গবেষণার কাজে এসেছি। এই গবেষণার উদ্দেশ্য হচ্ছে শহরে বসবাসরত বাবা-মা তাদের ১/৩/ ৫ বছর বয়সী ছেলে/ মেয়ের সাথে কীভাবে যোগাযোগ করেন তা সংক্ষিপ্ত প্রশ্নমালার মাধ্যমে জেনে নেওয়া। এতে আপনার সর্বোচ্চ ৫ মিনিট লাগবে। মোট ৫টি সেশনে প্রশ্ন করা হবে - যেমন: ১) গোসল করা ও পোশাক পড়া ২) খাবার খাওয়ানো ৩) খেলা করা এবং ৪) টয়লেটিং ও ৫) ঘুম পাড়ানো।

আপনার কাছ থেকে কি আশা করা হচ্ছে :

এই গবেষণা কাজে আপনার অংশগ্রহণের জন্য আপনাকে আমন্ত্রণ জানানো হচ্ছে। এই গবেষণায় পর্যবেক্ষণ শেষে আমরা আপনাকে কিছু প্রশ্ন করবো। প্রশ্নোত্তর পর্বের জন্য ৫ মিনিট সময় লাগবে। আপনি ভিন্ন ভিন্ন পরিস্থিতিতে ১/৩/৫ বছর বয়সী ছেলে/ মেয়ে শিশুর সাথে কীভাবে যোগাযোগ করেন সে সম্পর্কিত তথ্য আমরা প্রশ্ন করে জেনে নিব এবং লিখে রাখব। আমরা প্রত্যাশা করছি, আপনি এই প্রশ্নোত্তর পর্বে অংশগ্রহণের জন্য সম্মত হবেন।

গবেষণার ঝুঁকি ও উপকার :

এই গবেষণায় অংশগ্রহণে আপনার কোন ঝুঁকি নেই। আমাদের প্রশ্নোত্তর পর্বে অংশগ্রহণ করার জন্য আপনি কোন টাকা-পয়সা বা খাবার পাবেন না। ব্র্যাক বিশ্ববিদ্যালয় শিক্ষা উন্নয়ন ইনস্টিটিউট আশা করে এই গবেষণায় অংশ নিলে পর্যবেক্ষণের মাধ্যমে পাওয়া তথ্য বাংলাদেশের বাবা-মার শিশুর লালন-পালনে (parenting) কর্মসূচিতে সাহায্য করবে।

গবেষণায় অংশগ্রহণ করা বা প্রত্যাহার করার অধিকার :

আপনি যদি গবেষণা অংশগ্রহণ করতে না চান অথবা প্রত্যাহার করেন তাহলে আপনার সিদ্ধান্ত মেনে নিবো এবং আপনাকে কোনোরকম প্রশ্ন করবো না।

গোপনীয়তা :

আপনি আমাদের উপর সম্পূর্ণ আস্থা রাখতে পারেন যে, আপনি ও আপনার ১/৩/৫ বছর বয়সী ছেলে/ মেয়ে শিশুর সংগৃহীত তথ্য সম্পূর্ণভাবে গোপন রাখা হবে। যে সকল কাগজপত্রে তথ্যগুলো থাকবে সেগুলো আমাদের সাথে ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইনস্টিটিউটে তালাবদ্ধ রাখা হবে। শুধুমাত্র গবেষণা জড়িত ব্যক্তি ছাড়া অন্য কেউ এসকল তথ্য দেখতে পারবে না।

প্রয়োজনে যার সাথে যোগাযোগ করা যাবে :

রোকসানা খানম এই গবেষণার প্রধান গবেষক। আপনার যদি মনে হয় যে আপনার সাথে অন্যান্য করা হয়েছে অথবা এই গবেষণায় অংশগ্রহণের কারণে আপনি কোনোভাবে ক্ষতিগ্রস্ত হয়েছেন, কিংবা আপনার যদি এই গবেষণার বিষয়ে কোন প্রশ্ন থেকে থাকে - আপনি এই গবেষণার গবেষক রোকসানা খানম এর সাথে ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইনস্টিটিউট, নিকেতন সোসাইটি, গুলশান -১, ঢাকা, বাংলাদেশ - এ ৮৮২-৪১৮০, ৯৮৮১২৬৫ (এক্সটেনশন ২১২৭) নম্বরের টেলিফোনে যোগাযোগ করতে পারেন। এ ছাড়া আপনি ইসিডিআরসি-র প্রধান মাহমুদা আকতার এর সাথে ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইনস্টিটিউট, নিকেতন সোসাইটি, গুলশান -১, ঢাকা, বাংলাদেশ - এ ৮৮২-৪১৮০, ৯৮৮১২৬৫ (এক্সটেনশন ২১১২) নম্বরের টেলিফোনে যোগাযোগ করতে পারেন।

আপনি ও আপনার ১/৩/৫ বছর বয়সী ছেলে/ মেয়ে শিশু এই গবেষণা কাজে অংশগ্রহণ করতে রাজি আছেন? হ্যা / না

(রাজি হলে)

মায়ের স্বাক্ষর:

(স্বাক্ষর করতে না পারলে গবেষণা সহকারি কালি দিয়ে টিপ সহি নিবেন)

গবেষণা সহকারীর নাম ও স্বাক্ষর :

তারিখ:

কোড নং

Research Title: Parental Communication Style as Related to Gender and Age in Urban Settings.

Name of the Researcher: Roxana Khamon

Organization: Institute of Educational Development, BRAC University

Objective of the research:

Institute of Educational Development, BRAC University has initiated Master Program on Early Childhood Development from 2008, which is the first of its kind in Bangladesh. At this stage of this program, the students of first batch are conducting research study. As a part of this, we have come from IED, BRAC University to conduct research. The aim of this research is to observe how parents living in the urban areas communicate with their 1/3/5 years children at home environment. There are five sessions in the observation; 1) Bathing and clothing 2) Feeding 3) Playing and 4) Toileting and 5) Sleeping.

Expectation:

You and your 1/3/5 year old child (girl/boy) are invited to participate in this research work. We will come to your home at your suitable time to observe. It will take 5 minutes for the question-answer session. During observation, we will note the information how you communicate with your 1/3/5 year old child (girl/boy) in different situation. We hope that you will agree to participate in this question-answer session.

Risk and Benefit:

There is no risk for you by participating in this research. You will not get any money or food this question-answer session. IED, BRACU expects that the findings from this observation will help Bangladeshi parents by the Parenting Program.

Right to participate in or withdraw from the research:

The participation of you and your child in this research fully depends on your willingness. If you do not want to discontinue or if you want to withdraw yourself from the research, we will respect your decision and you will not be questioned.

Confidentiality:

You can rely on us that the information of you and your 1/3/5 year old child (girl/boy) will be preserved with confidentiality. The documents carrying the information will be kept locked at IED, BRACU. Nobody except the research related people will see this information.

Roxana Khanom is the main researcher of this research. If you feel that any fault has been done with you or by any means you face loss or if you have any question regarding this research, you can contact with Ms. Roxana Khanom at IED, BRACU, Niketan Housing Society, Gulshan 1, Dhaka, Bangladesh; Phone, 8824180, 9881265 (Ext. 2127). Besides, you can also contact with Ms. Mahmuda Akhter, Head of ECDRC, IED, BRACU at the same address mentioned above.

Do you and your 1/3/5 year old child (girl/boy) agree to participate in this research?
Yes/No

(If agree)

Signature of Mother

(Help the mother give fingerprint if she does not know how to sign)

Name and signature of the Research Assistant:

Date:

Code no:

Table 1

Age of children and mothers assertive communication style (MACS) in percentage

Situation	MACS with 3 years children	MACS with 5 years children
Bathing & Dressing	94	60
Feeding	72	43
Playing	32	36

Figure 1

Age of children and mothers assertive communication style (MACS)

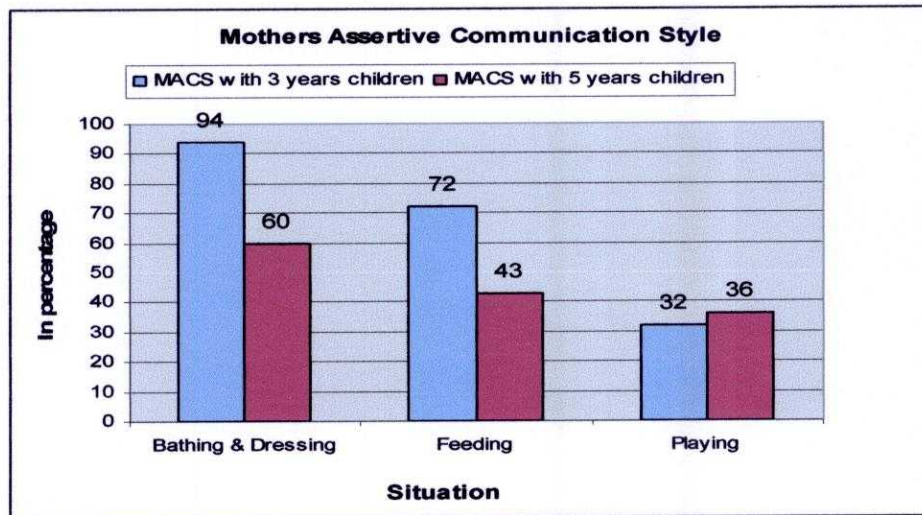


Figure 1 shows that during bathing and dressing time mothers' use assertive communication style 94% with 3 years old and 60% with 5 years. While feeding, mothers were witnessed more on assertive communication style 72% with 3 year old children, and for 5 years is 43%. In play time mothers communicate 36% with their 5 year old children.

Table 2

Age of children and mothers aggressive communication style (MAgCS) in percentage

Situation	MAgCS with 3 years children	MAgCS with 5 years children
Bathing & Dressing	5	30
Feeding	30	22
Playing	20	42

Figure 2

Age of children and mothers aggressive communication style (MAgCS)

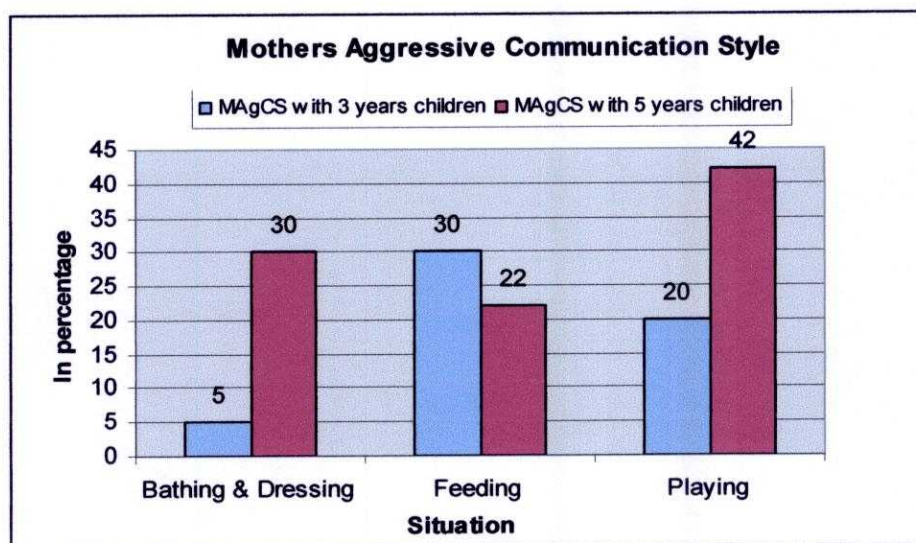


Table 2 represents that mothers behave aggressively most of time with their 5 year old children 30% and 42% respectively in bathing & dressing and playing time. During feeding situation mothers use more aggressive approach (30%) with 3 year old children.

Table 3

Age of children and mothers passive communication style (MPCS) in percentage

Situation	MPCS with 3 years	MPCS with 5 years
	children	children
Bathing & Dressing	10	10
Feeding	27	60
Playing	37	13

Figure 3

Age of children and mothers passive communication style (MPCS)

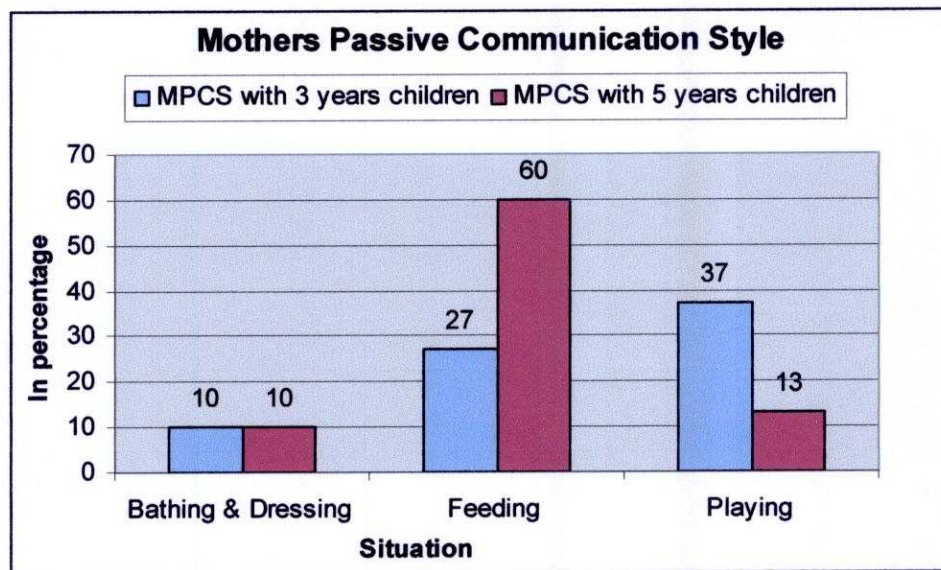


Figure 3 indicates that mothers' passive communication style higher with 5 year old children during feeding time. On the other hand mothers witnessed more passive behaviour with their 3 year old children during play situation respectively 37%.

Age of children and mothers passive-aggressive communication style
(MP-AgCS) in percentage

Situation	MP-AgCS with 3 years children	MP-AgCS with 5 years children
Bathing & Dressing	10	20
Feeding	17	0
Playing	40	4

Figure 4

Age of children and mothers passive-aggressive communication style
(MP-AgCS)

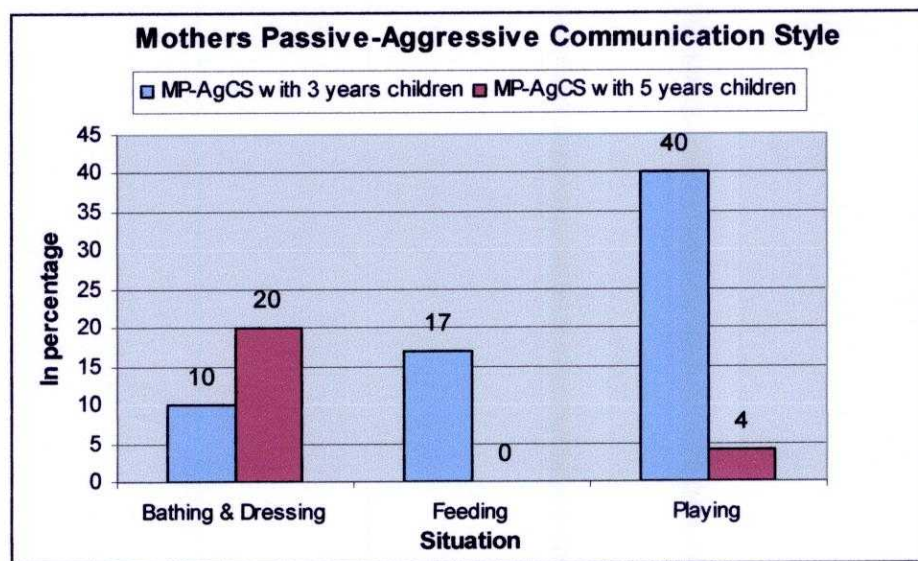


Figure 4 is present clear picture that mothers use higher passive-aggressive communication with their 3 year old children during feeding (17%) and playing (40%) time.

Table 5

Gender of children and mothers assertive communication style (MACS) in percentage

Situation	Gender of Children	
	Male (%)	Female (%)
Bathing & Dressing	65	89
Feeding	70	74
Playing	39	39

Figure 5

Gender of children and mothers assertive communication style (MACS)

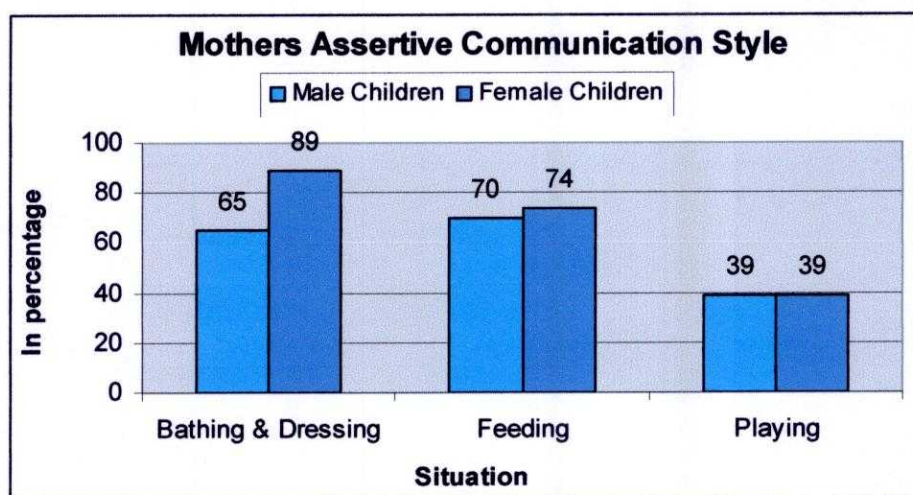


Table 5 indicates that mothers' assertive communication behaviour observed most with their female children 89% and 74% respectively during bathing & dressing and feeding situation and least with male children.

Situation	Gender of Children	
	Male (%)	Female (%)
Bathing & Dressing	12	14
Feeding	31	21
Playing	47	25

Figure 6

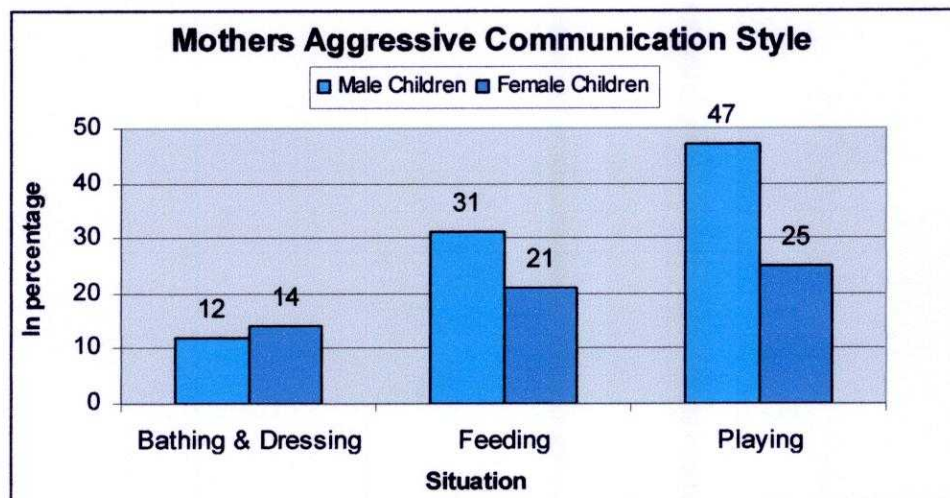
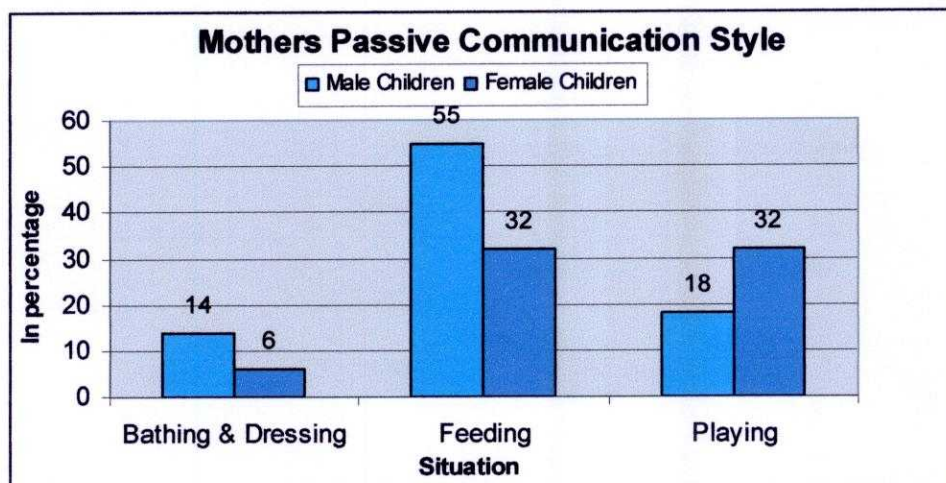


Figure 6 represent a clear evident that mother's use of aggressive behaviour most of time with their male children respectively 31% and 47% during feeding and playing situations.

Table 7

Gender of children and mother's passive communication style (MPCS) in percentage

Situation	Gender of Children	
	Male (%)	Female (%)
Bathing & Dressing	14	6
Feeding	55	32
Playing	18	32



It is clear evident from Figure 7 feeding is the only situation where mothers use passive communication higher for male children 55%.

Table 8

Gender of children and mothers passive-aggressive communication style (MP-AgCS) in percentage

Situation	Gender of Children	
	Male (%)	Female (%)
Bathing & Dressing	10	67
Feeding	22	15
Playing	23	49

Gender of children and mother's passive-aggressive communication style
(MP-AgCS)

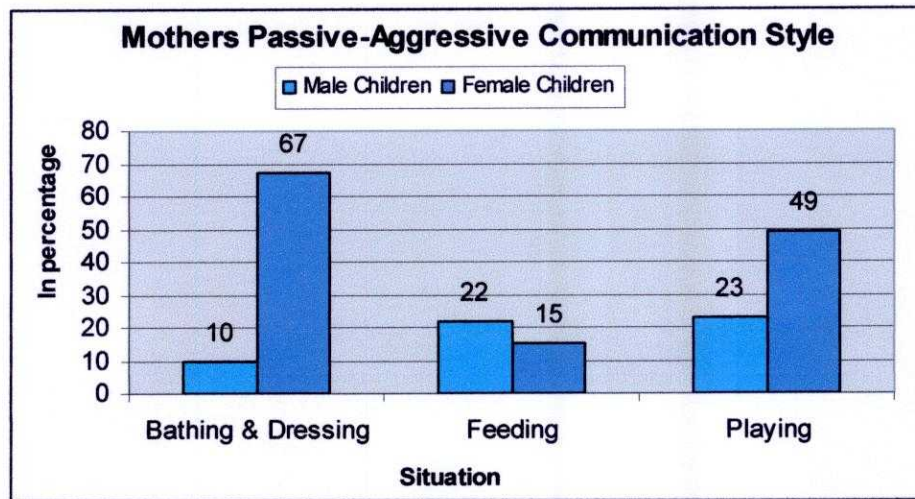


Figure 8 represents that mothers use of passive-aggressive communication in case of female children 67% and 49% during bathing& dressing and playing situations.